

CHAPTER 1

INTRODUCTION

A. Background of the Study

Paying attention to the clarity of pronunciation is crucial as it significantly impacts effective communication. According to Yates and Zielinski (2009), the capability to pronounce words is essential, as it is irrelevant how well a learner uses vocabulary or grammar if no one can understand them when they speak. In line with Metruk (2017), he stated that mispronounced words might cause communication breakdowns or miscommunication. So, mispronunciation should be minimized to avoid communication breakdowns and ensure accurate understanding (Maiza, 2020). Mispronunciation in English can occur for various reasons, including linguistic factors such as phonetic complexity, phonological rules, stress, and intonation patterns; social factors like accent and dialect, as well as peer influence; and psychological factors like motivation and attitude (Gilakjani et al., 2020). On the other hand, students may also face difficulties with mispronunciation during their pronunciation practice.

Difficulties and errors in pronouncing English words were observed at one of the universities in Tasikmalaya, particularly in the English language education study program. Based on observations, the phenomenon showed that some students had difficulty pronouncing English words accurately during practice sessions. Some had unclear pronunciation and made mistakes in emphasizing several sounds and intonation. This is undoubtedly a critical problem because English language education students will be formed to become teachers who must later have competence and be able to provide good and correct teaching examples for the students they teach. To overcome this problem, intralingual dubbing emerged as a promising technique. As highlighted by Gilakjani et al. (2020), this method effectively improves pronunciation by encouraging students to carefully observe and imitate the rhythm, intonation, and pronunciation of native speakers in synchronized dialogue. This active engagement encourages accurate pronunciation by requiring careful attention to the nuances of spoken English. Furthermore,

Pamungkas et al. (2019) supported the efficacy of dubbing, demonstrating its effectiveness in improving students' overall language comprehension.

Regarding this, the researcher also found that students gave positive reactions when practicing intralingual dubbing. Therefore, the researcher aims to investigate students' perceptions of the dubbing practice. It is later that students' perceptions can optimize learning and assess learning methodologies (Farohah et al., 2018). In conclusion, the importance of students' perception lies in its impact on their learning process, motivation, and personal growth.

Several researchers have conducted research in Indonesia related to the practice of intralingual dubbing. Winarti et. al (2019) stated that intralingual dubbing practice for students' English pronunciation yielded positive results. In reports, research by Suprayogi and Pranoto (2020) also highlights the benefits of participating in news voiceovers that include intralingual dubbing practice. Additionally, Christina et al. (2021) noted that speaking proficiency or talent is directly related to precise language pronunciation. They demonstrated the positive effect of the dubbing method by showing an increase in the students' ability to speak English. The subsequent research on dubbing was developed by Paramita (2022), which discussed the benefits of dubbing practices and highlighted the associated challenges.

Based on the research on intralingual dubbing above, there has been limited investigation into students' perception of intralingual dubbing. Thus, this study aims to enrich the inquiry by focusing on students' perception of intralingual dubbing practice.

B. Formulation of the Problem

What are the students' perceptions of intralingual dubbing practice in English pronunciation class?

C. Operational Definitions

To avoid misunderstanding, the terms set out in this study, the researcher provides some definitions related to the study, as follows:

1. Students' Perception

Perception is an assumption and belief about something, and a description of an actual event. In this study, perception refers to students' perceptions of the intralingual dubbing as a practice in the Advanced English Pronunciation class.

2. Intralingual Dubbing

Intralingual dubbing is a technique involves the revoice or changing the overall audio of a video while maintaining the narration or repeating the original spoken voice. In the context of this research, intralingual dubbing refers to the techniques used by students in completing projects in advanced pronunciation course.

D. Aim of the Study

This research aims to analyze students' perceptions of intralingual dubbing practice in pronunciation classes. It is crucial to understand the students' point of view because they are the ones who directly experience the process and results of the activities. Additionally, information about students' attitudes serves as a basic foundation for assessing and developing a pronunciation learning model.

E. Significance of the Study

1. Theoretical Use

The results of this study may provide valuable insights and enhance our understanding of intralingual dubbing practice in pronunciation classes, as perceived by students.

2. Practical Use

Practically, this research will inform teachers about interlingual dubbing activities, and teachers will also be well-prepared for the study material on intralingual dubbing. This research also provides students with an overview, including guidelines for the intralingual dubbing activity.

3. Empirical Use

Empirically, this research provides insight for teachers on students' perception of intralingual dubbing video activities for pronunciation, and can also serve as a reference for similar future research.