CHAPTER 2

LITERATURE REVIEW

A. Theoretical Framework

1. Intralingual Dubbing

Intralingual dubbing, also known as re-voicing, involves replacing the original audio track of a video with a new one in the same language. This process requires a nuanced understanding of linguistic, phonological, and audiovisual aspects. According to Talaván and Costal (2017), intralingual dubbing includes adapting the spoken words and sentences to fit the context and synchronize with the character's lip movements, ensuring that the dubbing sounds natural and coherent. This technique has been increasingly utilised in educational settings, especially in language learning, as it provides an engaging and practical tool for improving various language skills. In second language acquisition, intralingual dubbing enables students to practice English pronunciation, with a particular focus on intonation, stress, rhythm, pauses, and prosody (Wei et al., 2022). By mimicking the intonation and rhythm of the original speaker, learners can refine their pronunciation skills and better understand the flow of the language. Additionally, the revoicing process enables students to develop an awareness of the nuances of spoken language, resulting in improved fluency and accuracy in their speech.

Intralingual dubbing is considered an effective technique for improving pronunciation skills. Requena (2020) further highlights the effectiveness of intralingual dubbing activities in enhancing oral production skills. This approach encourages the integrated development of communicative abilities by engaging students in tasks such as composing screenplays and participating in forum discussions related to the dubbed content. Such activities enhance students' spoken language proficiency enabling them to engage with the content in a deeper, more interactive manner. This multimodal learning experience, where students integrate auditory, visual, and verbal inputs, enhances their receptive and productive language skills. Chiu (2012) emphasizes that intralingual dubbing provides a unique opportunity for students to imitate authentic pronunciation and intonation in a

contextualized setting, allowing them to internalize the sounds and patterns of English in a naturalistic and meaningful way. Using video clips with real-life contexts, learners can simulate conversations or monologues that reflect real-world usage, leading to a more holistic language learning experience.2

Yen (2021) introduces a framework for understanding the pedagogical value of intralingual dubbing in language learning. This framework is built around several key components that facilitate the development of communicative competence. Yen identifies the following stages in the process of intralingual dubbing:

1. Pre-dubbing
   a. Video selection: Choose suitable videos with clear dialogue, appropriate pacing, and engaging storylines.
   b. Script analysis: Analyze the original script, paying attention to character voices, emotions, and the overall tone.
2. Dubbing process
   a. Rehearsal: Students rehearse their lines individually and as a group, focusing on pronunciation, intonation, and character expression.
   b. Recording: Students record their lines using appropriate recording equipment.
3. Post-dubbing
   a. Evaluation: Students and teachers evaluate the dubbing performance, focusing on pronunciation accuracy, fluency, and overall quality.
   b. Reflection: Students reflect on their learning experiences, identifying areas for improvement and discussing the challenges and benefits of the dubbing process.

For the context of this research, the practice of intralingual dubbing is integrated with the perceptions of students, who can then see how the application produces learning outcomes for them, which are described in Figure 1 below.
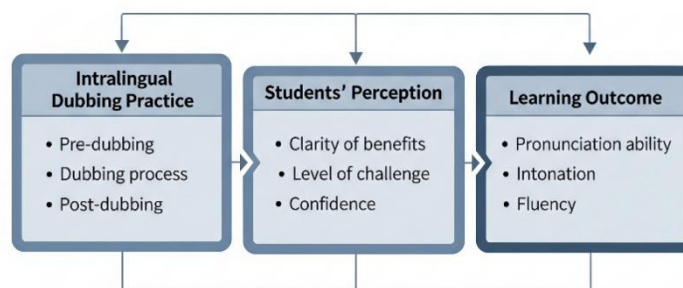
Figure 1 The Learning Outcome of Intralingual Dubbing and Students' Perception

Further, Yen (2021) mentioned six principles in intralingual dubbing as follows:

1. Pronunciation Awareness

    Yen (2021) proposes intralingual dubbing (i.e., dubbing in the same language) as a pedagogical technique for improving speaking, listening, pronunciation, and prosodic features in second language acquisition. The approach is grounded in performance-based learning and pronunciation awareness, offering a dynamic and engaging alternative to traditional pronunciation drills.

2. Embodied Learning

    Yen views dubbing as a form of embodied learning, where students not only say words but also perform them. Learners adopt intonation, emotion, and character voice, creating a holistic oral practice that mimics honest communication more than traditional reading aloud.

3. Learner Autonomy

    Students often select their clips, repeat lines, and practice individually, which supports learner autonomy. Yen (2021) argues that the task-based nature of dubbing (i.e., syncing speech to video) makes it goal-oriented and self-directed. It also aligns with intrinsic motivation.

4. Active Listening and Imitation

    Dubbing tasks strengthen active listening skills. Learners must pay close attention to how native speakers speak, including speed, intonation,

pauses, and emphasis. Then, they imitate and try to match that model as closely as possible.

5. Iterative Feedback

Yen also emphasizes the importance of self-assessment as well as peer or teacher feedback. Learners listen to their recordings and revise their performance, often re-recording multiple times to improve. This recursive loop of practice and feedback develops awareness of error patterns and gradual improvement.

6. Motivational Engagement

Dubbing is engaging because it involves realistic, media-based content (e.g., films, shows, cartoons) that learners enjoy. This emotional and entertainment factor contributes to sustained motivation, especially among young and adolescent learners.

To summarize, the framework in this study describes how intralingual dubbing practices in Advanced English Pronunciation courses influence students' perceptions. Activities such as selecting video materials, analyzing texts, and dubbing aim to improve language skills. Students' perceptions of this method are measured based on perceived benefits, challenges faced, and changes in self-confidence. In addition, students' backgrounds (such as initial abilities) can moderate their perceptions of this method. Evaluation of these perceptions will provide insight into the effectiveness of intralingual dubbing as a language learning method.

2. Challenges in Learning Pronunciation

Learning pronunciation has several challenges that students might face. One significant challenge in learning pronunciation is the influence of the native language (Gilakjani et al., 2020). Research has shown that students' first language's phonetic and phonological systems significantly impact their ability to acquire correct pronunciation in a new language (Lecumberri & Cutler, 2010). For example, the L1 (first language) phonetic and phonological systems shape how learners perceive, produce, and organize sounds in the L2 (second language). These differences can lead to word representation errors, word meaning errors, and

difficulties with word production, which in turn affect students' pronunciation and fluency in the new language (Fadillah, 2020). So that based on Gilakjani (2016) stated effective language teaching must consider these influences, focusing on explicit training in specific L2 sounds, syllable structures, stress patterns, and connected speech, and also asses and consider the learning method that has been applied from students' perception to help students overcome these challenges.

Another challenge arises from the diverse range of English accents worldwide. Students might encounter variations in pronunciation, intonation, and stress patterns, making it challenging to adapt to different spoken forms of the language (Cutler, 2012). Adapting to different spoken forms of a language involves learning the basic sounds and patterns of the new language, as well as adjusting to its various accents and dialects. This flexibility is key for clear communication and effective interaction in many situations. Teachers can help by exposing learners to different accents, teaching about stress and tone, and practicing language use in various settings (Gilakjani et al., 2020). For instance, they can utilize intralingual dubbing practices in the classroom to train students' pronunciation.

Furthermore, the lack of exposure to authentic English spoken by native speakers can hinder students' progress in pronunciation. Harmer claimed that since the classroom is not a natural environment and students do not have the opportunity to converse with native speakers, their development of pronunciation may be limited (Gilakjani, 2016). Students in many non-English-speaking countries, including Indonesia, rely on textbooks, recordings, or non-native English speakers for language practice. However, exposure to natural pronunciation, intonation, and connected speech is vital for developing accurate pronunciation skills (Derwing & Munro, 2015). This lack of exposure can result in students approximating the sounds they hear based on their existing knowledge, which can lead to persistent pronunciation errors. Teaching methods and assessment practices also contribute to the challenges (Gilakjani, 2012).

In conclusion, learning pronunciation poses several challenges for Indonesian students. These challenges include the influence of the native language, exposure to diverse accents, limited access to authentic spoken English, and

inadequate instructional methods. To overcome these challenges, future educators should prioritize pronunciation instruction, incorporate authentic materials and resources, and provide ample opportunities for practice and reinforcement. Addressing these challenges will enhance students' ability to communicate effectively and ensure they attain accurate pronunciation skills.

3. Definition of Perception

Everyone has their perception, which serves as a lens through which to interpret the world around them. According to Simanjuntak et al. (2021), perception is defined as the process of identifying something in the immediate environment by utilizing the senses-sight, hearing, smell, taste, and touch-and relating this sensory input to the surrounding environment. This process allows individuals to interpret external stimuli and form an understanding of their context and experiences. Furthermore, Qiong (2017, as cited in Simanjuntak et al., 2021) emphasizes that perception plays a crucial role in both emotional awareness and environmental awareness. Through perception, individuals experience emotions, are aware of their surroundings, and perceive of events happening around them.

Based on these definitions, perception can be described as the result of a continuous process of identification and interpretation involving sensory input and personal experience. Perception is not a passive reception of stimuli, but rather an active construction of meaning. Therefore, perception is what individuals receive, organize, and interpret sensory information to build understanding and make sense of the world. Due to its subjective nature, perception varies from one person to another. Diverse factors, including individual experiences, cultural background, prior knowledge, and unique perceptual styles, shape it. In an educational context, this means that students' perceptions of learning methods, such as storytelling, are shaped by their cognitive processes and affective responses, which in turn influence the effectiveness of the technique in supporting their language learning.

4. Students' Perception

Students' perceptions refer to their insights, opinions, and attitudes towards various aspects of their academic environment. This includes how they perceive

teaching methodologies, instructional content, learning facilities, and the overall educational experience (Qiong, 2017). According to Jumroh and Rohmah (2019), students can perceive the use of learning media in different ways during the learning process, which can shape their engagement and acceptance. The importance of student perception lies in its potential to influence learning behaviour and outcomes. As highlighted by Farohah et al. (2018), students' positive perceptions of teaching strategies and learning tools can lead to more effective and motivated learning behaviours.

Additionally, students' perceptions play a crucial role in shaping their academic engagement, motivation, and overall performance. When students perceive their learning environment positively, they are more likely to actively participate, retain information effectively, and pursue academic goals with greater diligence. Therefore, understanding student perceptions is crucial for educators seeking to enhance instructional approaches and cultivate a supportive learning environment. By understanding how students perceive their learning experiences, teachers and institutions can make informed decisions to support students better and enhance educational outcomes.

B. Study of the Relevant Research

Several relevant studies have been conducted about dubbing and pronunciation learning. First, Suprayogi and Pranoto (2020) investigated the opinions of forty Indonesian tertiary students regarding news voice-over exercises in pronunciation courses within the context of their Pronunciation Course in English Education program. Survey questions about motivation, worries, growth, efficacy, and enjoyment of the exercise were asked of the students. According to the study, news voice-overs enhanced listeners' awareness of pronunciation patterns and gave them a practice guide for independent pronunciation. The study highlights the crucial role technology plays in improving students' pronunciation in the classroom. This research supports the concept that dubbing exercises, such as intralingual dubbing, can improve pronunciation skills by encouraging awareness of pronunciation patterns. This aligns with the research focus on how students perceive dubbing as an effective practice for improving their English pronunciation.

Second, Christina et al. (2021) utilized technology, including learning videos and media, as well as the dubbing method, to analyze students' ability to speak English. To facilitate speaking and inspire learners in the process, teachers can utilize video clips as instructional resources. For students, technological media like videos provide a fresh experience. Students are given access to a new learning guideline that enables them to dub in English. Research has also indicated that watching instructional videos might boost students' enthusiasm and motivation for studying. It can be concluded that the combination of the dubbing method, which has a positive impact on the accuracy of pronunciation and speaking skills of students, and video learning media technology, results in students being motivated to learn harder and improve learning outcomes. This research shows how intralingual dubbing, when combined with video media, enhances pronunciation accuracy and increases students' motivation to learn. This is significant in understanding how students perceive the effectiveness and appeal of dubbing as a method to improve pronunciation.

Third, Paramita (2022) stated that this study employed a literature review method to determine the importance of dubbing and the challenges associated with teaching and learning dubbing. Unlike other studies, this research not only presents the benefits of dubbing practices but also identifies and addresses the challenges that exist in dubbing, such as the complexity of the process that involves considering the aspects and technicalities of speech. This research sheds light on the challenges students may face in dubbing practices. This can provide insight into students' difficulties or obstacles when engaging with intralingual dubbing in pronunciation classes. It is helpful to anticipate potential concerns or barriers that may arise during the implementation of dubbing for this research.

Fourth, Corisco et al. (2023) indicated that students found dubbing the most useful audiovisual translation (AVT) mode for oral production. Students found the dubbing projects helpful in understanding their evolution in foreign language learning. They felt motivated and agreed that AVT contributes to more autonomous learning of EFL. They expressed willingness to continue learning foreign languages through AVT tasks, which could be implemented in other educational levels. This

research reinforces the idea that students find dubbing beneficial for oral production and that it encourages autonomous learning. This connects to the research on students' perceptions of intralingual dubbing, particularly regarding motivation and the technique's effectiveness in enhancing pronunciation.

Lastly, Calva et al. (2024) investigated the effectiveness of dubbing in enhancing pronunciation skills among English language learners. The study involved middle basic education students in a public institution in Loja during the 2023–2024 academic year. Employing a mixed-method approach, the researchers collected data through pre-tests, post-tests, and student feedback to assess improvements in pronunciation and gather perceptions of the dubbing technique. During the intervention, students participated in English classes where they replaced original voices in short film clips and videos with their own, effectively practicing pronunciation in a dynamic and engaging context. The results demonstrated a significant improvement in students' pronunciation abilities, as evidenced by higher mean scores in posttests compared to pretests. Additionally, most students expressed positive views toward the dubbing method, noting that it made learning more interactive and beneficial. The study concludes that incorporating dubbing into language instruction can enhance pronunciation and student motivation.