

Using Word Wall In Teaching English Vocabulary And Its Impact On The Students' Vocabulary Achievement

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Abstract : *In. This study aims to determine students' perceptions of the use of video dubbing techniques in teaching students speaking skills in English by. This research was conducted to prove that using the video dubbing technique can improve the speaking ability of class X students from a private high school in Surabaya. The research method used qualitative case study. The participants of this study were students of class X at a private high school in Surabaya. Consisted of 5 students who had the most relevant answers. Data collection was carried out by means of structured interviews in witch questions were asked in the order that had been prepared. The results of this study indicated that students' perceptions of using video dubbing media were generally positive. Students agree that learning to speak using Video Dubbing could help them improve their speaking skills. Apart from that, learning through Dubbing videos has also fun and interesting.*

Keywords: *perception, video dubbing, speaking*

INTRODUCTION

Language is a system of expressing meaning. Its main function is interaction and communication (McDonough & Shaw, 2003). Language is used by humans to know and understand each other. We know that good people are created with different people, personalities, cultures and countries, so they need to interact among themselves.

In language learning, there are four skills you need to master: listening, speaking, reading, and writing. Speaking is one of their next most important skills. Speaking is an activity that people use to communicate with other people. It happens everywhere and has become part of our daily activities. When people talk, they interact and use language to express their thoughts, feelings and thoughts. He also shares information with others through communication.

However, Saville-Troike (2006: p. 90) states that students may experience difficulties related to psychological characteristics such as: Lack of confidence, fear, and insecurity. This difficulty is also a major obstacle for students to practice their speaking skills. (Syafrizal and Rohmawati 2017) "Speaking is literally defined as to say things, express thought aloud, and use voice talk. This definition can be understood further through the word "express and aloud." expressing means to show feeling, opinion, or fact word or in some other ways and aloud means in voice that may be heard." It means that speaking is an interactive expertise that must be

developed through practice. expression of feeling and thought is also one important factor to support the success of someone able to speak fluently.

Based on the experience of the researcher when joining the PLP (Perkenalan Lingkungan Prasekolah) program/ Introduction to School Environmet program in an SMK (Sekolah Menengah kejuruan) Vocational School, There are still many students who are not good at speaking. Student's speaking difficulty's can be stated as follows: 1) Students did not pronounce some words correctly. 2) Students they did not form several sentences in the correct grammatical forms. 4) Students are not fluent. These problems arouse from the classroom situation during the teaching and learning process. 1 Students' motivation to speak was is low. 2 there was little involvement in the teaching and learning process; 3 Students lack confidence.

The researcher a solution to solve the problem. The use of technology can be an effective way to be combined with English teaching and learning. Technology also can help students to improve their speaking pronunciation. Dubbing Video is one of learning media that is suitable for speaking. There are so many techniques like Role Play, Discusion, Story Telling, Video Dubbing, or you can use game techniques. An example is the hot seat game, Taboo Game. Which can be used to improve students' speaking ability. The researcher considered a technique to improve and help the students to speak more easily, named Dubbing Video.

In addition, the use of appropriate learning media can also increase students' enthusiasm for learning (Febaliza & Okatariyani, 2020; Virgiana & Wasitohadi, 2016). One strategy that can be done is holding English learning and conversation activities through the dubbing method. When students do dubbing, students are required to fill in the words that match the artist's voice in the silent film. It is in line with the notion of dubbing itself, namely the filling of speech or words (Liu & Song, 2021; Sánchez-Mompeán, 2021).

The dubbing technique is a technique that allows students to change the voice of the speaker in a video on a topic of their choice. Film dubbing (the same term as video dubbing in this context) offers a unique way of imitating English pronunciation and intonation in contextual scenarios.

Video is a multimedia material consisting of verbal and non-verbal presentations that display images, narration, and text on the screen simultaneously (Noviyanto et al., 2015; Teng, 2019). Other research findings also state that learning videos can significantly improve student learning outcomes (Halim, 2017; Mustakim, 2020; Van Alten et al., 2020).

It can be concluded that the dubbing technique, with learning video media, can help students improve their English skills. There is no study on the dubbing method with the help

of learning video media in English subjects. This study aims to analyze the students' ability to speak English before and after the dubbing method experiment. It is hoped that this learning technique and media can improve students' mastery of speaking.

METHOD

The research was designed within the framework of a qualitative case study by Creswell, (2007). Qualitative research refers to phenomenological analysis that conditions data in a natural setting. In this case, the researcher will examined how the implementation of the learning process using video dubbing media is carried out and students' perceptions of the use of video dubbing applied. 2. The source of the data obtained in this study was 5 students from grade 10 of private high school in West Surabaya, therefore, the author made a field note that was used as data. Data collection was obtained from interviews based on what was interpreted by the elitist to obtain data that was in accordance with this study and researchers used interviews because the data was in the form of opinions. The data in this study apply thematic analysis to identify, find patterns and themes in previously collected data, analyze through the collected data, and to describe the data set in detail (Byrne, 2022).

RESULTS AND DISCUSSION

The results in this section where presented based on data collected through structured interviews with 5 selected students at a private high school in West Surabaya, as well as in a questionnaire class. The data shows two themes consisted of improvement of students in describing process through speaking challenge. The results showed the results of the perspective of students in teaching English speaking using Dubbing Video

Improvement of students in describing process through speaking challenges

The results of these interviews with all participants showed that the use of these media gave students an experience of improvement in their language skills. The students stated the application of the video dubbing project in speaking teaching was effective. They where more enjoyed, relaxed, and engaged during activities like the following: "Learning with video dubbing is very efficient in time and energy, we can also learn anywhere and anytime." (P-4) "With the use of video dubbing, it makes it easier for me to learn to speak." (P-5)

Some students stated Video Dubbing gave them the opportunity to improve their fluency, vocabulary, pronunciation. During the activity, they had to do some repetition until they produce good results before recording the audio. The project also helped them to build

confidence. But by doing this, students can improve pronunciation and know how the true pronunciation of native speakers is.

As some students say, they say "Our pronunciation is better, because after the use of dubbing the pronunciation in English increases and with the media can get to know more vocabulary in English." (P-3)." we can also imitate the correct speaking of the dubbing and can also be listened to repeatedly, so that my pronunciation is getting better." (P-4)

Students' Interest in Video Dubbing Media

This second theme arose because the results of interviews with these students showed that the use of these media made students interested in using video dubbing media to practice their speaking.

In interviews, the researcher used semi-structured interviews. The reason why semi-structured interviews were used in this study was because it allow the researcher to get more information from the participants as the researcher already formulate questions in interviews in the form of 10 open-ended questions related to the use of such media making students interested in using video dubbing media to practice their speaking.

Interviews are used to provide more information about participants' views or experiences (Turner, 2010). In other words, interviews allow researchers to delve deeper into issues regarding related topics. It also supports, validates, and verifies previous data collection techniques. The resource persons for this research were students taken from class X. They consist of 5 students.

Most of the students are interested in learning this medium to train their learners to be more fluent in improving their speech. The students stated that their interest in video dubbing made them motivated to learn English.

Based on interviews with students, it was known that teaching using video dubbing helps them to practice speaking. This section, explained how learning media used video dubbing. When the researcher asked Andy the extent of the use of video dubbing in the teaching and learning process in the classroom. " video dubbing can be helpful in practicing speaking because if we use the media frequently then, we are getting used to speaking English." (P-1) " The media can also be studied easily wherever we are." (P-4) " and also interested in speaking learning uses the video dubbing method."

Previously the students also had problems with using video dubbing media. the obstacles they faced such as "not being able to know what is being said if there is no text at all." (P-3) cannot apply pronunciation properly." (P-5) also the speech in the video dubbing looks the same and the voice is less heard." (P-2).

In the results section above, researchers have explained the results of researcher questions about how students perceive the use of video dubbing to learn to speak

CONCLUSION

Based on the interview results, it can be seen that video dubbing projects help students improve their speaking skills. Therefore, it can be concluded that dubbing videos can be used as effective classroom activities to improve students' speaking skills. The results correspond to, native speakers, and Ultimate (2019) also show that video dubbing improve student pronunciation.

Here are a few for what to expect:

1. 1. Since this study focuses on perspectives gathered only from students, subsequent research should focus on the opinions of teachers and students about the barriers to English learning.
2. 2. For teacher It is hoped that you can use this method to learn to train speaking
3. 3. For researchers can use this as a reference and examine how the teacher's own opinion with the use of video dubbing

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