



## Analyzing Students' Dubbing Performance Quality on SEA Subtitling-Dubbing Project in English Department of Universitas Negeri Padang

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### Abstract

*The purpose of this research is to analyze the quality of student dubbing projects in the SEA subtitling-dubbing class, as well as to see how dubbing activities impact the motivation of students to learn English. This research employed descriptive and quantitative methods. The researcher used a transcription table to collect data, which included documentation of students' dubbing project results in the SEA subtitling-dubbing course in the form of a table, and also used a questionnaire with ten statements about students' motivation through dubbing activities. The participants were 20 students who took the SEA subtitle-dubbing class period from January to June 2023. According to research findings, the quality of student dubbing performance in the SEA class is fairly good. Furthermore, based on the questionnaire completed by the students, the researcher discovered that the students' motivation to carry out this dubbing project was quite high, with the students feeling enthusiastic about learning English through several steps of dubbing processes that they had completed.*

### Keywords:

*Dubbing Activity, Motivation, SEA Course*

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## INTRODUCTION

The use of translated audiovisual products has become a routine activity in our daily lives, and we have recently been enjoying it without realizing it. The term “audiovisual translation” (AVT) refers to the transfer of verbal elements contained in audiovisual works and products from one language to another. Dubbing is a type of AVT in which an original utterance in the source language (SL) is replaced with a translated one in the target language (TL)

According to Weisshaupt (2017), there is a complex transfer procedure including several steps, the sequence of which varies based on local circumstances

and preferences. Martinez (2004), as mentioned in Weisshaupt (2017), stated that a dubbing translation is guided by the following characteristics: (1)deciding which parts should be translated or left in their original language (e.g., songs, screen inserts); (2) translating the film script by a translator who used the film itself and/or the written script, and re-writing of this initial translation by the translator or, more frequently, by a dialogue writer; (3) the translation of conversation to match the performers' lip motions and on-screen gestures, eliminating written text; (4) the actual dubbing sessions, in which actors put the translated and modified script through practice.

It has been discovered that dubbing can be used as a medium to support educational learning activities. According to Lertola (2019), among the difference audiovisual translation types, video dubbing is one of the most well-studied foreign language practices. The dubbing activity can helps students practice speaking English, especially in terms of pronunciation and intonation. Dubbing is currently being studied from a variety of perspectives. The field's popularity is growing, and audiovisual translation has emerged as a global academic subject.

Pamungkas (2019) stated that the dubbing video has been shown to improve student behaviour during the learning process. Due to the complexity of the dubbing process, students who are highly motivated to practice speaking English become more excited and interested in the learning process. They will take this responsibility seriously when practicing switching their voices to the actors in the dubbed video.

At Universitas Negeri Padang, known as UNP, especially in the English language and literature department, there is a course called SEA (Spoken English Activity). The main objective of SEA is to improve students' English speaking skills with a variety of interesting activities such as singing, subtitling and dubbing, MC, poetry reading, storytelling, debate, news reading, etc. Students who take the course are allowed to choose one, depending on what activity they are interested in.

Subtitling and Dubbing is one of the SEA activities. Students who choose the subject of subtitling and dubbing in this course have a task to complete a project. First, students will be introduced to what subtitling and dubbing activities are, and then they will be given some materials. After several meetings, at the end of the course, students will complete the subtitling and dubbing project. The lecturer will provide several video choices for students to use for the project, and students will choose one of them. After selecting the video, students can work on the project that has been assigned. For the subtitle section, students will subtitle a predetermined video from English to Indonesia. Then, students will do the dubbing section. The point of the SEA course is speaking in English, so students are directed to dub the

video using English by paying attention to several points such as voice character, intonation, harmony, and synchronization so that they can replace the original sound of the video.

In this study, the researcher will conduct an analysis of these students' dubbing performance quality based on the results of their project by evaluating several aspects of dubbing such as synchrony, intonation, pronunciation, and overall intelligibility. From the results of the analysis, it is expected that the dubbing activity can motivate students to be found a new experience in learning English after carrying out a dubbing project. Therefore, the research that will be carried out by the researcher will analyze students' dubbing performance quality on the SEA subtitling-dubbing project in the English department of UNP.

## METHOD

This research was used quantitative descriptive research. The population of this research are all students taking the SEA subtitling-dubbing course in the January-June 2023 semester. The sample was a total sampling because the total number of students was 20.

In this research, the scoring rubric used by researcher was adopted from the scoring rubric used by Yen (2021) that was adapted from Talavan & Costal (2017) and Florente (2016), where the rubric they used was in accordance with the needs of this study, which focused on analyzing the quality of the results of the dubbing project that had been carried out on students' English speaking ability.

**Table 1. Dubbing Scoring Rubric**

<b>Synchrony</b>	Limited synchronization (0.5 points)	Some synchroniazation (0.75 points)	Synchronization most of the time (1 point)
<b>Intonation</b>	Very unnatural intonation (1 point)	Some unnatural intonation (2 points)	Natural intonation most of the time (3 points)
<b>Pronunciation</b>	Incorrect pronunciation (1 point)	Some incorrect pronunciation (2 points)	Correct pronunciation most of the time (3 points)
<b>Overall Intelligibility</b>	Incomprehensible voice (1 point)	Incomprehensible voice sometimes (2 points)	Clear and comprehensible voice most of the time (3 points)
<b>Total</b>			...../10

A questionnaire was also used by researchers to evaluate students motivation for dubbing activities. The researchers' questions were adapted from Fernández and

Costalez (2021), who also explored how students consider dubbing activities to practice their English speaking. This questionnaire has also been validated by lecturer in the English department at Padang State University. The questions centered on how the process of dubbing activities motivates students to speak English such as the preferences of dubbing modality, what activities students liked the most and the perception of the suitability of dubbing for learning English. Following the collection of student responses, the data processed using Excel to get an answer and conclusion based on the average student responses.

## RESULT AND DISCUSSION

### Result

#### 1. The description of the data collected from the analysis of students' dubbing project on SEA subtitling and dubbing course.

The researcher has carried out an analysis of student dialogue in the dubbing project using a rubric adopted from Yen (2021). The researcher also has a score rater for comparison so that the score given is suitable and in accordance with the criteria. Aspects assessed in analyzing dubbing projects include synchrony, intonation, pronunciation, and overall intelligibility in each student's utterance line. According to the analysis results, students completed the dubbing project with a fairly good score. The following are tables of an average score of student dubbing projects.

**Table 2. The Average Score of Students' Dubbing Project**

No	Students' Name	Group	Average score
1	Students 1	1	8
2	Students 2	1	8.9
3	Students 3	1	8.9
4	Students 4	1	8.3
5	Students 5	2	9.6
6	Students 6	2	9.4
7	Students 7	2	9.1
8	Students 8	2	8.5
9	Students 9	2	8
10	Students 10	3	9.5
11	Students 11	3	9.75
12	Students 12	3	9.95
13	Students 13	3	9.6
14	Students 14	3	9.4
15	Students 15	4	7.8
16	Students 16	4	7.6
17	Students 17	4	9.95
18	Students 18	4	8.9
19	Students 19	4	10
	<b>Total score</b>		<b>171.15</b>
	<b>Average score</b>		<b>9.007</b>

The average score gained from each student is a sum of the total scores for the dubbing aspects, which were synchronization, intonation, pronunciation, and

overall intelligibility, given in each line of their utterances in the dialogue. In the table above, the researcher showed their general average score. This average score was processed using Microsoft Excel.

The table above also showed that students' dubbing results got fairly good scores. The scores they received ranged from the lowest, 7.6, to the highest, 10, which was excellent. After combining and dividing them, the overall average score was 9. According to the findings of the dubbing project analysis, the students performed well and seriously, leading to a video dubbing that was good enough and as expected.

## **2. The description of the data collected from the questionnaire about students' motivation through dubbing activity in English learning**

To determine how motivated students are to learn English by doing a dubbing project, researcher used a questionnaire adapted from Fernandez & Costalez (2021). In the questionnaire, there were 3 indicators that contain 10 questions related to how students respond after learning English with dubbing activities.

Based on the percentage of students' responses, the first statement mentioned that students were interested in learning English through dubbing because they believed it would provide them with a unique learning experience. There were (55%) students who strongly agreed (45%) students who agreed and (0%) who disagreed and strongly disagreed about the first statement. From the answers above, it can be concluded that all students who took part in the dubbing project felt that learning English through dubbing activities was interesting and provided a unique learning experience for them, so they did not feel bored while doing it.

The second statement mentioned that students were interested in learning English through dubbing because of the process of recording sound for the movie clip. There were (40%) students who strongly agreed, (50%) who agreed, (10%) who disagreed, and (0%) who strongly disagreed about the second statement. From the answers above, it can be concluded that almost all students who took part in the dubbing project felt interested in learning English using dubbing because of the process of recording sound for the movie clip, and only a tiny percentage of students did not agree.

The third statement mentioned that students were interested in learning English through dubbing because it is using film in the class. There were (60%) students who strongly agreed (40%) students who agreed, and (0%) students who disagreed and strongly disagreed about the statement. From the answers above, it

can be conclude that all students were interested in learning English with dubbing activity because they liked to using film in the class.

The fourth statement mentioned that students liked the process of creating alternative dialogue in dubbing. There were (65%) students who strongly agreed, (35%) students who agreed, and (0%) students who disagreed and strongly disagreed about the statement. It can be concluded that all students liked the process of creating the dialog in English through dubbing activity, they can be creative in determining suitable dialogue for dubbing video.

The fifth statement mentioned that dubbing activities required students to pay attention to word memory so that the meaning in the dialog was appropriately communicated. There were (40%) students who strongly agreed, (60%) students who agreed, and (0%) students who disagreed and strongly disagreed about the statement. It can be concluded that all students felt agree that dubbing activities made them pay attention to word memory so that the meaning in the dialogue was communicated correctly. It also indicates that students instinctively remembered plenty of English vocabulary.

The sixth statement mentioned that dubbing activity made students ensure their English pronunciation is correct. There were (50%) students strongly agreed, (50%) students agreed, and (0%) students disagreed and strongly disagreed about the statement. It can be concluded that all students thought that dubbing activities required students to pay more attention to accurate English pronunciation so that the recordings they create are suitable. In this way, dubbing activities can be turned into speaking activities that train students in the correct pronunciation.

The seventh statement mentioned that dubbing activities made students practice how to properly intonate the dialogue so that it sounds natural. There were (65%) students who strongly agreed, (30%) students who agreed, and (5%) students who disagreed and strongly disagreed about the statement. So it can be concluded that almost all students thought that dubbing activity made them learn to how intonate their voice depend on the mood of dialogues they had and only a tiny number of students did not feel so.

The eighth statement mentioned that in the dubbing activity students felt challenged in the process of matching their voice to the body movements and articulation of screen actors. There were (55%) students who strongly agreed, (45%) students who agreed, and (0%) students who disagreed and strongly disagreed with the statement. It can be concluded that all students felt challenged in the process of adapting their voices to the actor's movements in the video so that

the results looked natural. This process also provided a fresh learning experience and triggered students' enthusiasm for English learning activities.

The ninth statement mentioned that students felt that they learned to speak English way better by doing dubbing activities. There were (30%) students who strongly agreed, (45%) students who agreed, (25%) students who disagreed, and (0%) students who strongly disagreed about the statement. It can be revealed that generally students felt that they learned speaking English way better with dubbing activity, because only a small number of students did not think so.

The last statement mentioned that overall they enjoyed the dubbing activity to practice their English speaking. There were (65%) students who strongly agreed, (35%) students who agreed, and (0%) students who disagreed and strongly disagreed with the statement. It can be concluded that all students enjoyed to practice their English speaking with dubbing activity. So dubbing activities might be a fun learning activity to practice speaking English for students.

## ***Discussion***

### **1. The analysis of students' dubbing performance**

Based on the findings of an analysis of the students' dubbing performance, the researcher assumed that their overall scores were pretty good, as evidenced by the score rater's findings. Researcher analyzed the quality of students' dubbing performance by focusing on previously discussed dubbing elements, such as synchronization, intonation, pronunciation, and overall intelligibility.

Based on the data on the synchronization aspect of the studied findings, the average score of all students, when averaged again as an overall result, yields a score of 1, indicating that the students are pretty adept at balancing utterances with the movements of the actors in the dubbed video. In terms of intonation, student scores were likewise fairly good, but they have variety. Overall, the average student score is 3, indicating that students have mostly succeeded in playing their voice intonation naturally in their conversations; however, a small number of students appear to have difficulty adjusting their voice intonation based on the role and mood of the situation in the video.

Furthermore, in the context of student pronunciation, it can be seen the quality of students' mastery in knowing how to pronounce English correctly. Additionally, if students make mistakes in their English pronunciation, it can be clearly compared to the original video because students in this project are intralingual. Dubbing occurs when both the source and target languages are English. Based on the data analysis, students received a good result. where

students' total average score is in the category of earning a score of 3 points, which indicates that they can pronounce English correctly most of the time in their interactions.

The final aspect is that of overall intelligibility. The findings of the analysis in this aspect are likewise fairly good, with an overall average student score of 3 points. In this manner, the analysis results focus on how the student's speech sounds clear and easy to comprehend for the listener. This is also influenced by the process of recording sound by students in dubbing videos, which must be done in a conducive and quiet environment in order to achieve the best results.

Based on the dubbing analysis data that already done, students completed the dubbing job satisfactorily. They inserted their voices into the dubbed video by paying close attention to the dubbing process. This could also be due to their willingness to work on the dubbing project, which is the SEA subject they have chosen, in order to complete it optimally.

The research regarding to use of dubbing activity in English learning was also conducting by Yen (2021). According to the findings, he stated that film dubbing can enhance students' English language skills by bringing the actual world into the classroom. The students unanimously agreed that continuing this activity in the next course will benefit their pronunciation and intonation development. He also stated that while traditional pronunciation approaches may be preferred by lecturers, a film dubbing project can enhance learning and provide students with an enjoyable experience.

By considering the results of the previous research and the research that has been carried out by the researcher, it can be concluded that dubbing activities have a positive impact on English learning. Apart from providing a fresh learning experience for students learning English, dubbing activities can also make students practice several important aspects of speaking English, such as ideal pronunciation and speaking intonation. So, researcher assume that dubbing activities can be a good choice for students learning to speak English.

## **2. Students motivation through dubbing activity**

The study conducted by Costales (2021) entitled "Students' Perception of the Didactic Possibilities of Subtitles and Dubbing in Foreign Language Learning" investigated students' attitudes and motivations toward foreign language acquisition through AVT activities such as dubbing and subtitling. The questionnaire results show that students have enthusiastic opinions about the use of AVT in the classroom. He observed that students have a positive attitude



towards subtitles and video dubbing in their learning process. He also stated that subtitles and dubbing are capable of helping primary school students learn foreign languages.

In this research, students' motivation to learn English through dubbing activity also investigated by using the result of the questionnaire provided to students on the dubbing process. Besides, researcher could determine how passionate students are based on the study of the dubbing project they work on. The outcomes were fairly satisfactory, implying that they worked on the dubbing project seriously and with good intentions. The reason can also be seen by the students choosing the dubbing subject in the SEA class on their own initiative, with no pressure from anybody.

Based on the explanations above, the researcher concluded that dubbing activities can boost students' motivation to learn English. This is supported by statements indicating that the dubbing process created a positive impression and attracted students' interest.

## **CONCLUSION**

The researcher analyzed students' dubbing performances, focusing on synchronization, intonation, pronunciation, and overall intelligibility. The average score was 1, indicating good synchronization with the actors' movements. The average score was 3, indicating natural voice intonation, although some students struggled with adjusting it based on the video's role. The students' mastery of English pronunciation was also praised, with an average score of 3 points, indicating they can pronounce English correctly most of the time. In the overall intelligibility aspect, the students' also did a satisfactory job with clear and easy-to-understand speech. The researcher concluded that students completed the dubbing project satisfactorily, likely due to their dedication to the chosen SEA subject.

The statements on the questionnaire presented to students also describe the process that students follow when performing dubbing activities. After analyzing the students' responses to these claims, it is possible to conclude that the motivation of students who participate in dubbing activities in learning spoken English is quite high, since they can finish every procedure of dubbing activities, enabling them to achieve good project results.

According to the two findings of the researchers' analysis of dubbing activities performed by students in the SEA subtitling-dubbing class, both results

are positive, indicating that dubbing activities in English-speaking activities have a positive impact on increasing students' motivation and interest.

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