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## DEVELOPING ANIMATED DUBBING VIDEOS TO TEACH SPEAKING FOR UNIVERSITY STUDENT

### Abstrak

Penelitian bertujuan untuk memudahkan mahasiswa dalam belajar berbicara bahasa Inggris melalui dubbing animasi video di semester 2 Universitas Ma'arif Lampung yang terdiri dari 15 mahasiswa. Data dikumpulkan menggunakan Interview dan Angket. Pengembangan animasi dubbing video menggunakan metode research and development (R&D). Tahapan pengembangan yang dilakukan dalam penelitian ini adalah ADDIE atau yang dikenal dengan analisis, desain, pengembangan, implementasi dan evaluasi. Pengembangan produk awal didasarkan pada analisis kebutuhan dan kemudian divalidasi oleh Dua ahli, yaitu ahli material dan ahli media. Hasil penelitian pengembangan ini adalah produk multimedia untuk animasi dubbing video dalam pembelajaran berbicara Bahasa Inggris, Hasil keseluruhan validasi menunjukkan hasil yang baik, yaitu memperoleh kategori sangat baik dengan detail: ahli materi mendapat skor 96,5%, ahli media mendapat skor 88,25%. Dari data yang sudah di analisis dapat disimpulkan bahwa metode animasi dubbing video dapat membantu mahasiswa dalam penguasaan kemampuan berbicara bahasa Inggris.

**Kata Kunci:** Bahasa Inggris, Animasi Dubbing, Berbicara Bahasa Inggris

### Abstract

The goal of the study, which involves 15 students at Ma'arif University Lampung, is to facilitate English language acquisition for students by using film animation dubbing in semester 2. Information was gathered through questionnaires and interviews. Research and development (R&D) techniques are used in the creation of cinema dubbing animation. The research was conducted through the ADDIE stages, which stand for analysis, design, development, implementation, and evaluation. A requirements analysis forms the basis of the first product development, which is subsequently verified by two experts a materials expert and a expert. The development research yielded items for English language learning through cinema dubbing animation. The validation process yielded positive overall results, specifically obtaining very good categories with details. Media specialists receive a score of 88.25%, while material experts receive a score of 96.5%. It is clear from the data analysis that the film dubbing animation method can benefit pupils' ability to speak English..

**Keywords:** English, Animation Dubbing, Speaking English<sup>12</sup>

### INTRODUCTION

Speaking is defined as having the ability to put ideas, intents, and thoughts into words that are formed and structured to meet the needs of the listener in a way that makes sense to them. Speaking can be described in two ways, according to Widdowson (1996): either as an active or productive physical manifestation or as merely an abstract physical manifestation that uses both manifestations.. From the above definition it can be concluded that speaking is one of the skills of "learning the features of L2" Everyone can speak, but few are capable<sup>3</sup>. Many educational attachments to technology such as the use of computers, projectors, laptops and so on. English is one of the difficult lessons for learners. Of course, teaching English will be a big challenge for a lecturer. From the description above, the challenge that must be faced by English lecturers in semester 2 of Ma'arif University Lampung is to increase student confidence and train students' courage to speak in English.

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To overcome this problem, a lecturer must find a suitable and interesting way to increase students' interest and attract their desire to learn English. One technique that is easy to apply in learning is to use games. According to (Karo-Karo & Karo Rohani, 2018) stated that one of the learning media that can be used is animated video, media in the form of video is very effective to help the learning process. Therefore, animated videos can improve students' ability to learn. In addition, animated videos can be practiced like fun games and make learning not monotonous and boring, students will have easy access to the material presented. Then from that, researchers will use video dubbing animation to learn English speaking skills in semester 2 of Ma'arif University Lampung.

Dubbing is a technique used to mimic an actor's voice in a motion picture. This can assist pupils who are eager to communicate in English by playing a dialogue sequence from a movie that is often shown at the bottom of the screen. Animated dubbing movies are animated films that are shown silently. Students speak the narration in place of voice actors during this type of learning that employs dialogue or narration. As a result of practicing becoming dubbers, pupils gain confidence and can be trained to speak English correctly and fluently. Several programs are employed in this study to create animated videos, including Canva and Capcut for animated dubbing and Powtoon for explaining narrative text. As a result, researchers employ video dubbing animation as a teaching strategy to help Ma'arif University Lampung students speak English more fluently and are hoping to inspire students to pick up the language.

"Anime" (meaning soul, vitality) is the latin root of the word animation. The practice of capturing and replaying a sequence of still images to create the appearance of motion that can give visuals life is known as animated video (buchari et al. 2015). Character animation can be understood as a series of continuously changing images that are presented one after the other, even though characters are people, animals, and other actual objects represented as 2D and 3D images. Pictures can contain writing, objects, colors, and special effects as objects. The aforementioned claim is backed by Saputra et al. (2022), who assert that using animation medium for instruction is the best option.

### **Definition of speaking English**

The ability to speak is the main thing for students to be able to communicate what they think or want. English is a common language spoken around the world. The use of English in Indonesia is the first foreign language taught to students as a compulsory subject from elementary school to college.

### **Type of speaking skill**

Communication will not run well if it is not accompanied by good speaking skills. Based on this, lecturers are encouraged to practice speaking skills in students starting from class wal through word for word or simple sentences. Based on the above, learning this speaking skill must pay attention to five factors, namely: 1) Comprehension comprehension, 2) fluency, 3) Vocabulary, 4) Pronunciation, and 5) Grammar.

### **Video Dubbing Definition**

Dubbing is a process of filling in a video show be it films, dramas, cartoons, and the like with distinctive voice characters in film characters using different techniques (maryati and Purnama, 2013) In the field of cinema, dubbing or known as dubbing (Dubbing, Looping) is the process of recording or replacing recorded voices that do not belong to the original player and speak in a different language from the player the original.



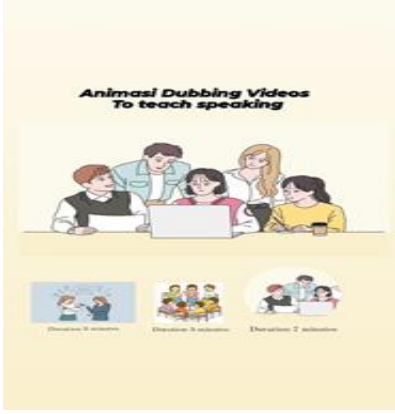
### **Advantages and Disadvantages of Video Dubbing Animation**

Video is the technology of capturing, recording, processing, transmitting and rearranging video. Video can also be understood as a collection of still images that are played back one by one at a constant speed (Hanief and Purwanto, 2016)

According to Oddone (2011), p.t states that the advantages of using video in class are as follows: They provide examples of authentic language and can be fully utilized with lecturer control, videos provide access to objects, places, behaviors, people, and events, authentic material usually proves to be very motivating because people feel nebaric to understand real things. Can increase vocabulary and confidence. In addition, there is a drawback of video dubbing animation, that is, When the use of film and video requires a lot of free time, when the film is played, the picture moves continuously so that some students cannot get information from the film. From the explanation above, it can be concluded that the use of animated video

dubbing depends on lecturers who use it as a medium in teaching. When video is used at the right time and place, it can contribute or benefit language learners. So animated video dubbing learning media can attract students' learning interest so as to get satisfactory results, learning results using video dubbing animation can increase enthusiasm for learning, understand the material and be interesting to learn.

Table 1 Animated Dubbing Videos user guide

NO	Part	Description
1		<p>The next image is the manual cover of the video dubbing animation on the video cover.</p>
2		<p>The next picture is the picture in CHAPTER II which is the steps of the animated video.</p>
3		<p>The picture next to it is a picture in Chapter III on how to use Video animation.</p>

## METHODS

Research and development (R&D) can make use of a variety of models for research and development. Nevertheless, the ADDIE development model—which stands for analysis, design, development, implementation, and evaluation—was the only one used by researchers in this investigation. The following are the actions that will be taken to develop ADDIE:

1. Analysis

Analyzing the requirements for new product development (models, techniques, media, and instructional materials) as well as the viability and circumstances of product creation constitute the first step of the ADDIE development research model. Issues with currently deployed or existing products can serve as a springboard for new product development. Issues may emerge due to items that are no longer relevant to the target's needs, the learning environment, technology, student characteristics, and other factors..

2. Design

Design activities in the ADDIE development research model are a systematic procedure that begins with the creation of product concepts and contents. Every component of the product has a plan created for it. The development process will be aided later on by conceptual guidelines for the application of product design or manufacture.

3. Progress

The creation of the ADDIE developer research model addresses the project's realization based on a previously produced product. The conceptual basis for the new product's implementation was set up in the earlier stage. At this point, creating instruments to gauge a product's performance is also essential.

4. Execution

In ADDIE development research, products are applied with the goal of gathering feedback on developed or manufactured items. One way to gather early feedback, often known as initial evaluation, is to provide questions about a product's development objectives.

5. Assessment

The purpose of the evaluation stage of the ADDIE model development study is to give product users input so that changes can be made in response to evaluation findings or needs that the product is unable to satisfy. Measuring the accomplishment of development objectives is the ultimate purpose of evaluation.

Prior to creating product tests, researchers conduct two validations: media expert validation and material expert validation, which are performed by lecturers at Ma'arif University Lampung. The media moves on to the field test phase once it satisfies the standards. Students enrolled in the second semester of English classes are the target audience for this field test. Following the completion of field testing, researchers gave elevators to the course's instructors and students in an effort to get information about the media's legitimacy. The formula used for media expert validation is as follows::

$$P = \frac{\sum x}{(\sum x_i)} \times 100\%$$

Description: P = Qualification Presentation

$\sum x$  = Total Validator answer score (real value)

$\sum x_i$  = Highest total response score (expected value)

$$5 = 88/70 \times 100 = 88.28 \%$$

Validate the material as follows:  $5 = 38/40 \times 100 = 96.5\%$

Evaluation qualification criteria can be used to determine and make decisions about the development of video dubbing animation qualification categories are established based on the following criteria:

Table 2. Media Eligibility Criteria

NO	% Presentation	Group	Description
1	< 20%	Very unworthy	Revision
2	20 – 43 %	less viable	Partial revision
3	44 – 62 %	Pretty decent	Not revised
4	63 – 84 %	Proper	Not revised
5	85 – 100 %	very worthy	Not revised

Based on the eligibility criteria above, the video dubbing animation can be considered valid and usable because it has met the scores of 87.28% of media experts and 97.5% of material experts from all elements listed in the validation evaluation racket.

## RESULTS AND DISCUSSION

Researchers conducted a study to determine the initial conditions of learning English speaking at Ma'arif University Lampung semester 2 tadrís English. Researchers found that there were not enough learning media. This can have a negative impact on a student's ability to master English vocabulary. Therefore, the researchers suggest that lecturers use video dubbing animations to teach English speaking to students.

Before entering the field test stage, the media must go through three stages of validation: material expert validation and media specialist validation. After completing the second validation stage, the media has been validated by material experts and can be used. At this stage, validators have given a presentation score of 96.5% with a category that is very accurate and does not require revision again. After material expert validation, the next step is media expert validation. With a presentation rating of 88.28% with a very accurate category and does not need revision, expert media validators point out that the animation dubbing of these videos is excellent and ready for field testing.

Next is the field test stage after passing three validations. This study involved 15 students from semester 2 of Ma'arif University Lampung. In this field trial, the researchers took three days to teach using media. After conducting research, a group of students tested the product using Likert scale. The aspect measured is the ability of video dubbing animation in learning English speaking skills to 15 respondents who will provide answers to the following questions:

Strongly disliked : 1 Like : 4

Dislikes : 2 Liked : 5

Neutral : 3

Calculate the formula :  $T \times P_n$

Table 3. Respondents

NO	Respondents	Answer
1	Alivia Nasya Aviyatusyafira	Loved so much
2	Arnitha Dhira Rizkiyani	like
3	Chenricko Geralda Kanza	Neutral
4	Dina Widi Astuti	like
5	Eka Bayu Saputra	Neutral
6	Esa Eka Saputra	like
7	Fadhilah Indah Zaskia	Highly liked
8	Hendrifal Usdi	Neutral
9	Irmanda Rahmawati	like
10	Lauh Zain Yahsya Robba	like
11	Muhammad Alvian Ma'arif	Neutral
12	Nurul Faizah	like
13	Ria Hestina	like
14	Sasmita yana Tasya	like
15	Vilma Dwi Apriani	Neutral

$T$  = Total respondents  $P_n$  = Select the number of likert scores

Then get the result = Very disliked:  $1 \times 0 = 0$

Like :  $4 \times 9 = 36$

Dislikes :  $2 \times 0 = 0$

Highly preferred:  $5 \times 2 = 10$

Neutral :  $3 \times 6 = 18$

Then the total score = 61  $Y = 5 \times 15 = 75$   $X = 1 \times 15 = 15$  Formula Index % = Total score/Y x X  
 $1 = 15/5$  So the score criteria based on the calculated results are 0% to 100% =

Table 4. Presenase

NO	Group	Presenase
1	Really dislike	0 % - 20,9%
2	dislike	21% - 40,99 %
3	Neutral	41%-59,99%

4	like	60 % - 79,99%
5	Really like it	80 % - 100%

Result =  $55/75 \times 100 = 73.33\%$  In category "LIKES"

## CONCLUSION

Based on the results of the development process and the results of testing a multimedia product Video dubbing animation in English speaking learning in semester 2 of English tadaris Ma'arif University Lampung, it can be concluded as follows:

The development of learning media produces video dubbing animation products in learning English speaking for 2nd semester students of English tadaris. The result of developing this product is that it can fill the availability of media in schools, especially visual media that can be used by teachers as a reference for teaching English speaking which can make students more active in participating in learning because students will play a direct role in the use of this media. This video dubbing animation has met the achievement criteria with a very valid category. Based on multimedia eligibility criteria, animated dubbing videos can be considered valid and usable because they have met the scores of 88.28% of media experts and 96.5% of material experts from all elements listed in the validation assessment racket. In addition to the two validators, the researchers tested the product using Likert scales. This is so that developers know how they react to the media.

Thus, the development of animated dubbing videos is very helpful for students and lecturers in learning to speak English in 2nd semester students of English tadaris which are said to have good quality. This is because the use of dubbing animation can improve students' speaking skills. Based on the results of field tests conducted, to optimize the use of video dubbing animation, this developer provides suggestions such as:

Video dubbing animation has been conducted field trials and based on the evaluation results have been proven suitable for use in learning activities. 2. For users of multimedia dissemination media, this video dubbing animation can be used as a medium to help deliver English speaking material to students by using video dubbing animation so that students more easily understand and memorize words.

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