

AN INVESTIGATION INTO NON-ENGLISH MAJOR STUDENTS' PERCEPTION TOWARDS THE USE OF DUBBING VIDEOS IN ENGLISH SPEAKING CLASSES: A STUDY AT ACADEMY OF POLICY AND DEVELOPMENT

Do Thi Hoa

Faculty of Foreign Languages, Academy of Policy and Development

Abstract. The use of dubbing videos in teaching English speaking skills is popular now in English classes. This research study was conducted with the main aim to investigate students' perception of the use of dubbing videos in English speaking classes at Academy of Policy and Development (APD) – a public university working under the Ministry of Planning and Investment (MPI). The research was completed with the participation of 50 first-year students and 50 second-year students. The research data were collected from a five-point Likert scale questionnaire and an in-depth interview. Through these results, some suggestions and recommendations have been provided in order to enhance APD students' English-speaking skills by dubbing videos.

Keywords: Dubbing videos, speaking skill, perception, mixed-method, investigation.

1. Introduction

In the context of global integration and the fourth industrial revolution, English has developed as an international language that is not only used by millions of people around the world, but also learned in millions of educational institutions. It is a fact that almost all information in many fields today such as education, news, commerce, daily activities and so on is provided in English. Therefore, to overcome the language barriers to communication and approach to the valuable information sources, people must master English language as an effective tool of communication. It is a fact that English is not a difficult language to learn in comparison with other foreign languages. However, it is not easy to master all four language skills, especially speaking one.

In fact, Faculty of Foreign Languages (APD) always takes advantage of using dubbing videos as much as possible. In the teaching schedules for first-year students, it is regulated that students have to fulfill the mid-term test of speaking skills with a group presentation about their selected dubbing video. Besides, within 2020 Foreign Language Project by Ministry of Education and Training, the Academy cooperated with Vietnam National University to organize a training course on ICT Application in Language Teaching for its English teachers. And one of compulsory tasks during this course is to apply dubbing videos in real speaking classrooms. This activity is even used in Global Discovery Contest – an English contest organized for APD's students by Department of Foreign Languages (APD). For these reasons, the researcher decided to conduct a research study to investigate the use of dubbing videos in speaking classes at her workplace – Academy of Policy and Development.

Received October 20, 2021. Revised November 10, 2021. Accepted December 1, 2021.

Contact Do Thi Hoa, e-mail address: ms.hoa1186@gmail.com

1.1. Previous studies on using dubbing videos

In her case study named “Using video techniques to develop students’ speaking skills”, Sihem (2013) showed that she aims to explore the impact of video technology on improving and developing learners’ speaking and communication skills. Overall, the research led to the conclusion that video techniques play an integral part in teaching English because it helps to improve students’ speaking skills. Moreover, it indicated that oral practice is a very important activity in the language classroom because it is the unique opportunity for learners to freely express themselves.

In Manurung & Pohan (2019)’s study entitled enhancing students’ speaking skill through video dubbing project they aimed to describe the implementation of video dubbing project and to figure out the enhancement of the students’ speaking skills after the implementation of video dubbing project in teaching speaking for fourth-semester students in academic year 2018-2019. Through the research, it is recommended to apply video dubbing in teaching speaking activities in more attractive and well-planned ways.

Florente (2016) aimed to investigate how the use of English movie scripts and movie dubbing activities can help Chinese speakers improve their awareness of prosodic features in English, specifically, their awareness of sentence stress. The results suggest that students’ ability to hear sentence stress is better than their awareness of it. This research result suggests that listening to movie dialogue spoken by native speakers and dubbing it themselves can help students develop a better awareness of sentence stress.

Another study sharing the same objective with Florente (2016) is the research of how video dubbing can improve students’ speaking pronunciation by Pamungkas (2019). This research aims to find out the impact of video dubbing on improving students’ speaking pronunciation. In general, the research findings showed that the implementation of video dubbing could improve students’ speaking pronunciation and it can be concluded that the implementation of video dubbing in learning process has beneficial effect on students’ speaking skills, especially in pronunciation.

1.2. Gaps in the previous studies

With the research studies mentioned in the previous part, I have gathered an important database for my research to investigate students’ perceptions towards the use of dubbing videos in speaking activities at Academy of Policy and Development. The above-mentioned researches have done some investigation into this topic; however, there is no research on dubbing videos in Vietnam. Therefore, the researcher’s research was decided to implement with the aim to figure out the students’ perceptions towards the use of dubbing videos in English speaking classes at APD – a public university in Vietnam.

2. Content

2.1. Literature Review

2.1.1. Defining terms

Perception: In this study, the researcher shares the same idea with Lindsay and Norman (1977) about the definition of “perception”. Consequently, the research has been implemented with considering perception as the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. Perception in humans describes the process whereby sensory stimulation is translated into organized experience.

Dubbing video: Chaume (2012) defines that dubbing consists of replacing the original track of a film or any audio-visual text source language dialogue with another track on which translated dialogues have been recorded in the target language. Then, Yu (2013) defines that

dubbing has two meanings in both abroad and narrow sense. In an abroad sense, it means to replace an existing soundtrack, and in a narrow sense, it means to do a type of lip-syncing to match a voice and lip movements of existing source. In this study, dubbing video refers to the narrow sense of matching the original voices and lip movements and the abroad sense of replacing an existing soundtrack with students' ones.

Dubbing video is an education technique that can be used to improve students' speaking skills and self-confidence. Burston (2005) stated that video dubbing can involve substituting student voices for an existing soundtrack, and the dubbing of muted video clips offers an excellent opportunity to develop skills of foreign language learners at all linguistics levels. It refers to the narrow sense of matching the original voices and lip movements. In the other words, dubbing video is the process of filling in the sound of the video where the original soundtrack of the video is turned off. This technique helps students to develop their speaking ability and self-confidence to produce sounds and language by themselves according to the context and it will reduce stress for the students and make the process of teaching-learning fun.

2.1.2. The use of dubbing videos in teaching speaking skill

In this modern era, many media can be used by teachers to teach English. According to Burston (2005, p. 81), there are several ways to use video dubbing as learning media; for example:

(1) Learners can take a muted video clip and create from scratch their storyline and accompanying script

(2) Learners transcribe the dialogue to ensure correctness and provide an explicit script that can be used for pronunciation practice. The script must not only be linguistically correct but also contextually appropriate and synchronized with the video

(3) Learners create a muted video using dubbing application or any video editor.

(4) To help learners in adjusting the voice and video, learners should watch and hear the original video several times

(5) The practice recording phase needs several trials to get the best result.

Based on the teaching process of using video dubbing above, English teachers of APD have suggested a variety of teaching steps for using dubbing videos in speaking classes as follows:

Step 1: Teacher spends 5 minutes explaining how to pronounce some keywords in both American English and British English. This activity can help to improve students' speaking pronunciation.

Step 2: Teacher gives 5 more minutes for students' practice of keywords' pronunciation. This activity can help to improve students' speaking pronunciation.

Step 3: Teacher explains how helpful video dubbing is in improving speaking pronunciation.

Step 4: Teacher provides a script for students for video dubbing practice.

Step 5: Teacher asks students to speak out the given script with a muted video for preparation of dubbing practice. This activity can help to improve students' pronunciation and fluency.

Step 6: Teacher asks students to create their scripts for video dubbing practice. This activity can help to improve students' grammar, vocabulary, and comprehension.

2.1.3. Factors affecting the use of dubbing videos in speaking classes

To investigate students' perception of using dubbing videos in speaking activities, the teachers must figure out factors that affect the use of dubbing videos in speaking classes. After researching several studies with the use of visual media in teaching English which is listed below, it can be concluded that dubbing videos' usage can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of

support), affective factors on using dubbing videos (such as motivation, confidence, and anxiety), students' listening ability to dubbing videos and feedback on video dubbing activities. In this research, the researcher has focused on examining students' perception of the use of dubbing videos in English-speaking classes based on the above-mentioned factors (Nguyen & Tran, 2015).

Performance conditions of dubbing videos: Students perform a speaking task under a variety of conditions. Nation & Newton (2009) believe that performance conditions can affect speaking performance.

Affective factors on using dubbing videos: One of the most important influences on language learning success or failure is probably the affective side of the learner (Oxford, 1990). Krashen (1982) states that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence, and anxiety.

Students' listening ability to dubbing videos: Speaking skills cannot be developed unless we develop listening skills (Doff, 1998). Students must understand what is said to them to have a successful conversation. Shumin (1997) shares the ideas of Doff (1998) by stating that when one person speaks, the other responds by listening, which makes a conversation.

Topical knowledge of dubbing videos: Topical knowledge is defined as knowledge structures in long-term memory (Bachman & Palmer, 1996). In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language concerning the world in which they live.

Feedback on video dubbing activities: Harmer (1991) asserts that the decisions that the teachers make about how to react to students' performance will depend upon the stages of the lesson, the activities, the types of mistakes made and the student who is making that mistake. If the teachers are correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be destroyed (Harmer, 1991). If the students are corrected all the time, they can find this very demotivating and become afraid to speak. They suggest that the teachers should always correct the students' mistakes positively and with encouragement (Baker & Westrup, 2003).

2.2. Methodology

2.2.1. Research question

"How do non-English majored students at Academy of Policy and Development (APD) perceive the use of dubbing videos in their speaking classes?"

2.2.2. Research methodology and participants

Research methodology: For this research, the researcher decided to choose both quantitative method (questionnaire) and qualitative method (in-depth interview) to conduct the research. With the application of mixed methods, the researcher wanted to take advantage of this method's benefits.

Creswell (2009) defined that with the development and perceived legitimacy of both qualitative and quantitative research in the social and human sciences, mixed methods research, employing the combination of quantitative and qualitative approaches, has gained popularity.

Participants: The participants of the study are 100 students (50 first-year students and 50 second-year students) at Academy of Policy and Development (APD). At APD, class size is approximately 50 students and the researcher intended to choose one full class for each participant group (first-year students and second-year students). The average ages of research participants are 19 years old and all of them have learned English for several years.

2.2.3. Data collecting instruments

In the study, the researcher used a questionnaire on students' perceptions of using dubbing

videos in speaking classrooms to collect necessary information and an interview for selected students on their opinion after using dubbing videos in speaking classrooms.

Questionnaire: The questionnaire is adapted from Ismaili (2013)'s questionnaire in accordance with a Likert-scale questionnaire. In terms of questionnaire's format, the researcher divided the 18 adapted question items into five main parts in accordance with the factors affecting the effectiveness of speaking skills. For response scales of the questionnaire, in the original one, the researchers used both different 5-point Likert scales (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree) and multiple-choice questions, while in the adapted one, the researcher only concentrated on one 5-point category (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree) for all 18 question items.

Interview: To create an interview for selected students on their opinion after using dubbing videos in speaking classrooms, the researcher studied and adapted the survey from a research paper by Darfilal (2015). Darfilal (2015) researched students' attitudes toward the effectiveness of using language games in teaching vocabulary. In this study, interview method was used with a set of seven questions divided into two parts: students' attitudes towards vocabulary (3 questions) and students' opinions about language games (4 questions). With the similar aim of collecting information, the researcher decided to follow the structured type of interview and adapted 3 questions per 7 questions in Darfilal's interview (Question 2, 3 and 4) and invented a new one to make clear about students' real perception of factors affect them most during the use of dubbing videos in speaking classes.

2.2.4. Data analysis

The collected quantitative data from the questionnaire was processed via the software Statistical Package for the Social Science (SPSS 20) and the response of the students in the interview was sorted and analyzed for one month. The analysis was intended to find answers to the research questions mentioned above: "How do non-English major students at Academy of Policy and Development (APD) perceive the use of dubbing videos in speaking classes?"

The statistics were analyzed by using the following statistical concepts:

- *Mean score:* To interpret and coherently present the collected data, the researcher decided to formulate an appropriate data interpretation scheme, in which the mean score method of descriptive statistics was made use.

- *Cronbach's alpha:* Cronbach's alpha was to meet the need of finding an objective way of measuring the internal consistency reliability of an instrument used in research work. It is usually expressed as a number between .00 and 1.0 (Tavakol & Dennick, 2011). It is also suggested that internal consistency estimates for well-developed attitude scales containing as few as ten items approach 0.80.

- *Independent samples T-test:* It is the most common form of the T-test and may help you to compare the means of two sets of data. In this circumstance, the researcher would like to compare the mean score between first-year students' answers and second-year students' ones to examine the difference between first-year students' answers and second-year students' ones.

2.3. Results and discussions

2.3.1. Questionnaire results

Performance condition of dubbing videos

As can be seen from the Table 1, the statistical results from the questionnaire of performance condition of dubbing videos have a minimum value of 1, the maximum value of 5 and a total mean score of 3.8. These results show that students had different responses to performance conditions of dubbing videos in speaking classes. For more details, question items

1 and 2 have the minimum value of 3 and the maximum value of 5, besides, the quite high mean scores of these question items are 4.42 and 4.17 respectively.

Table 1. Performance condition of dubbing videos (Descriptive Statistics)

Performance condition of dubbing videos	N	Mini mum	Maxi mum	Mean	Std. Deviation
1. Dubbing videos are a useful source for speaking classes.	100	3	5	4.42	.622
2. The quality of provided dubbing videos satisfies my demand.	100	3	5	4.17	.604
3. The length of dubbing videos is suitable for my speaking activities.	100	2	5	3.71	.808
4. The teacher gives enough time for me to finish the speaking tasks.	100	1	5	2.91	.780
Total				3.8	.519

Affective factors on using dubbing videos

Table 2. Affective factors on using dubbing videos (Descriptive Statistics)

Affective factors on using dubbing videos	N	Mini mum	Maxi mum	Mean	Std. Deviation
5. I am motivated when the teacher uses dubbing videos as teaching materials.	100	3	5	4.31	.692
6. Watching dubbing videos has a beneficial effect on learning English speaking.	100	2	5	4.16	.721
7. I am usually anxious when I cannot catch up with the content of dubbing videos.	100	3	5	3.79	.686
8. Keyword preview before video viewing enables me more confident to join speaking activities.	100	1	5	3.55	.925
Total				3.95	.577

As we can see from the above table, the statistical results from the questionnaire of affective factors on using dubbing videos have the minimum value of 1, the maximum value of 5 and the total mean score of 3.95. These results prove that there is a significant difference among students' responses to the affective factors during the usage of dubbing videos in speaking classes. For more details, question items 5 and 6 have the minimum value of 3 and 2 respectively and the maximum value of 5. And the mean scores of these question items are quite high with the result of 4.31 and 4.16 respectively.

Because the two question items 7 and 8 had low mean scores of 3.79 and 3.55 respectively, the researcher decided to conduct a further step to investigate the difference between two groups of respondents. After performing the independent samples t-test between the two groups of first-year students and second-year students, there was significant difference between the two above-mentioned groups. The difference can be displayed in the Table 7.

From the Table 7, the mean scores of items 7 and 8 for second-year students are lower than those of first-year students, which means that after the one-year time duration of using dubbing videos in speaking classes, there has been a slight change in students' attitudes towards the use of dubbing videos among English speaking activities. For instance, second-year students are less anxious when they cannot catch up with dubbing videos' content and do not rely too much on keyword preview to feel more confident in speaking classes.

Table 3. Independent samples T-test of Item 7-8

Question item	Group of respondents	N	Mean	Std. Deviation	Std. Error Mean
7. I am usually anxious when I cannot catch up with the content of dubbing videos.	First-year students	50	3.98	.742	.105
	Second-year students	50	3.60	.571	.081
8. Keyword preview before video viewing enables me to be more confident to join speaking activities.	First-year students	50	3.80	.700	.099
	Second-year students	50	3.30	1.055	.149

Students' listening ability to dubbing videos

Table 4. Listening ability of students to dubbing videos (Descriptive Statistics)

Listening ability of students to dubbing videos	N	Mini mum	Maxi mum	Mean	Std. Deviation
9. English caption for dubbing videos is necessary for speaking activities.	100	3	5	4.02	.635
10. Without an English caption, I cannot easily understand the storyline of a video.	100	2	4	3.17	.637
11. I find it difficult to understand my friends' dubbing videos.	100	2	5	3.37	.837
12. I can improve both listening and speaking skills via dubbing video activities.	100	2	5	3.98	.651
Total				3.64	.528

From the table above, we may conclude that all of the question items of “students' listening ability to dubbing videos” have the results of higher than 3, especially items 9 and 12 reached the quite high rate of around 4 while question items 10 and 11 got a rather low result of a little bit higher than 3.

For the question items with the outstanding results, the researcher decided to investigate the difference between two groups of respondents. After conducting the independent samples t-test between the two groups of first-year students and second-year students, there was significant difference between the two above-mentioned groups. The difference can be displayed in the following table:

Table 5. Independent samples T-test of Item 10-11

Question item	Group of respondents	N	Mean	Std. Deviation	Std. Error Mean
10. Without an English caption, I cannot easily understand the storyline of a video.	First-year students	50	3.42	.499	.071
	Second-year students	50	2.92	.665	.094
11. I find it difficult to understand my friends' dubbing videos.	First-year students	50	3.66	.798	.113
	Second-year students	50	3.08	.778	.110

From the above table, the mean scores of items 10 and 11 for second-year students are much lower than those of first-year students, which means that after the one-year duration of using dubbing videos in speaking classes, there has been a slight change in the students' attitudes towards English speaking activities. Specifically, the mean score of second-year students for Item 10 "Without English caption, I cannot easily understand the storyline of a video" is 2.92 compared with first-year students' result of 3.42. This may reveal that after getting used to practicing dubbing videos, second-year students have improved their understandability of videos' storyline.

Topical knowledge of dubbing videos

Table 6. Topical knowledge of dubbing videos (Descriptive Statistics)

Topical knowledge of dubbing videos	N	Minimum	Maximum	Mean	Std. Deviation
13. The teacher provides dubbing videos related to my favorite topics.	100	2	5	4.05	.833
14. The relevant topics of dubbing videos ease my fulfillment of speaking tasks.	100	3	5	4.00	.651
15. The dialogues in the dubbing videos can be used in my daily life.	100	3	5	3.97	.745
Total				4.01	.610

From the table above, it can be concluded that all the question items of "topical knowledge of dubbing videos" have the high mean scores of around 4, especially items 13 and 14 reached the quite high rate of 4.05 and 4.00 respectively.

For the question items with the outstanding results, the researcher decided to figure out the difference between two groups of respondents. After conducting the independent samples t-test between the two groups of first-year students and second-year students, there was significant difference between the two above-mentioned groups in the question item 15. The difference can be displayed in the following table:

Table 7. Independent samples T-test of Item 15

Question item	Group of respondents	N	Mean	Std. Deviation	Std. Error Mean
15. The dialogues in the dubbing videos can be used in my daily life.	First-year students	50	3.66	.658	.093
	Second-year students	50	4.28	.701	.099

From the above table, the mean scores of item 15 for second-year students are much higher than those of first-year students, which means that after the one-year time duration of using dubbing videos in speaking classes, there has been a slight change in students' attitudes towards the use of dubbing videos in daily life. Specifically, the mean score of second-year students for Item 15 "The dialogues in the dubbing videos can be used in my daily life" is 4.28 compared with first-year students' result of 3.66. This may reveal that after getting used to practicing dubbing videos, second-year students have applied the content of videos in their everyday life more frequently.

Feedback on video dubbing activities

As we can see from the Table 8, the statistical results from the questionnaire of feedback on video dubbing activities have a minimum value of 1, a maximum value of 5 and the total mean score of 3.25. For more details, question item 17 has the minimum value of 3 and the maximum value of 5, and the mean score of Item 17 is quite high with the rate of 4.13. The

result shows the relative agreement of respondents for the question item “The teacher’s feedback may help me figure out how to improve my next tasks.” However, the statistical results of question items 16 and 18 proved that there was a significant difference among students’ responses to the feedback on the usage of dubbing videos in speaking classes. Specifically, Item 16 has the minimum value of 1 and the maximum value of 4, and the mean score of Item 16 is very low with the result of 2.43 while Item 17 has the minimum value of 1 and the maximum value of 5, and the mean score of Item 17 is only 3.20.

Table 8. Feedback on video dubbing activities (Descriptive Statistics)

Feedback on video dubbing activities	N	Mini mum	Maxi mum	Mean	Std. Deviation
16. The teacher usually gives feedback immediately when I make mistakes.	100	1	4	2.43	.868
17. The teacher’s feedback may help me figure out how to improve my next tasks.	100	3	5	4.13	.734
18. I feel encouraged when listening to my teacher’s feedback.	100	1	5	3.20	1.223
Total				3.25	.769

For the question items with the outstanding results, the researcher decided to investigate the difference between two groups of respondents. After conducting the independent samples t-test between the two groups of first-year students and second-year students, there was a significant difference between the two above-mentioned groups. The difference can be displayed in the following table:

Table 9. Independent samples T-test of Item 16 & 18

Question item	Group of respondents	N	Mean	Std. Deviation	Std. Error Mean
16. The teacher usually gives feedback immediately when I make mistakes.	First-year students	50	2.68	.819	.116
	Second-year students	50	2.18	.850	.120
18. I feel encouraged when listening to my teacher’s feedback.	First-year students	50	3.62	1.048	.148
	Second-year students	50	2.78	1.250	.177

From the above table, the mean scores of items 16 and 18 for second-year students are lower than those of first-year students. For instance, the mean score of item 16 for second-year students is lower than that of first-year students and both of them are low with the results of under 3 (2.68 and 2.18 respectively). This may be explained that teachers tend not to give immediate feedback when their students make mistakes, and for first-year students, teachers have spent more time and effort to give feedback to students. For question item 18, if the mean score for first-year students is quite high with the result of 3.62, the rate of second-year students is much lower than with the result of only 2.78. It can be concluded that teachers’ feedback is much more meaningful for first-year students, and after one-year duration of practice with dubbing videos, students tend to be more independent with teachers’ support.

2.3.2. Interview results

After the interview, the collected answers are listed below for each question:

Question 1: What factors affect you most during the use of dubbing videos in speaking classes?

All of the students admitted that they are affected by the anxiety before the speaking activities of dubbing videos because they are worried about their lack of vocabulary or listening ability.

This question interview helped to clarify the content of question items in the two parts of questionnaire: affective factors on using dubbing videos and students' listening ability to dubbing videos.

Question 2: How do you feel when participating in an activity with dubbing videos in the classroom?

The two first-year students, they have shown their eagerness when joining the English-speaking activities with dubbing videos that have relevant topics to their background knowledge.

One of the two second-year students agreed that dubbing brought effective interaction in their speaking classes; however, the other recommended that the topic of dubbing videos should be updated with the up-to-date topics in life to prevent boredom among students.

This question interview referred to the part of topical knowledge in the questionnaire and of course, provided more information for the researcher's conclusion of students' perception of using dubbing videos and recommendations relating to the topics of dubbing videos.

Question 3: What difficulty do you face with the use of dubbing videos in speaking classes?

For the first-year students, the first one replied that they had difficulty in using the sound system of APD which there are many problems during the lessons and decreased the quality of used dubbing videos. The other said that she may understand the content of dubbing videos that the teachers provided; however, it is quite difficult to catch up with their friends' ones because of their incorrect pronunciation.

The former second-year students shared the same difficulty with sound system while the latter admitted that he had no difficulty during the use of dubbing videos in speaking classes.

This question interview related to the parts of performance conditions of dubbing videos and students' listening ability to dubbing videos. Through the interviewees' responses, the researcher had a deeper understanding of students' answers in the questionnaire.

Question 4: What can you learn through the use of dubbing videos in speaking classes?

Both of the first-year students said that the usage of dubbing videos in English-speaking classes helped them become more confident and broaden their vocabulary.

Whereas, one second-year student agreed that dubbing videos enhanced their speaking and listening skill. And the other told that the practice activities with dubbing videos enabled her to apply similar content in her daily life.

From the results of the interview, it is obvious that students recognized the good points of using dubbing videos in English-speaking classes. They also shared their points of view as well as their desire to help the researcher recommend her specific suggestions for her university.

3. Conclusions

3.1. Summary of major findings

For the research question, the investigator figured out the different aspects that greatly influence APD students' perception of the use of dubbing videos in speaking classes. Among five sections of factors, there is a slight difference in how each one affected students' perception. For each section, students' responses to the given questions can be seen in the following summary:

In terms of performance conditions of dubbing videos, nearly most of the students agreed that dubbing videos are a useful source for English classes and the quality of provided videos is

suitable enough for students. However, the minor problems lay in the length and allowance time of dubbing videos. Students tend to hope that used dubbing videos should be lengthened and they are provided more time to finish their speaking tasks of dubbing videos.

For the second section – affective factors on using dubbing videos, most of the students shared the same opinion on the motivation and beneficial effect which dubbing videos may bring about for them. Besides, the researcher found out the problem of students' anxiety when they cannot catch up with the content and the importance of keyword preview for them. For more details, second-year students tend to be less anxious and more independent with keyword preview than first-year students. This may result from one-year practice with the usage of dubbing videos in their English-speaking classes.

For the third section, students showed that both their listening and speaking skill can be enhanced through the practice of dubbing videos. The conclusion may be drawn that English caption is very important and may help students to understand the storyline of dubbing videos, even their friends' dubbing videos. Specifically, the second-year students have better understandability in working with dubbing videos.

In terms of topical knowledge of dubbing videos, all of the students presented their preference with the topics of dubbing videos, and the relevant topics helps them to fulfill their speaking tasks easily. And the choice of dubbing videos' topics helped students apply more in their daily life, especially second-year students.

Finally, teachers' feedback on the usage of dubbing videos was concluded to be helpful to instruct and encourage students. It is a fact that first-year students were more affected than second-year students who are more independent now.

From the drawn results, the researcher would suggest that these findings represent the general perception of APD students on the use of dubbing videos, therefore, recommendations can be suggested from the research results to take advantage of dubbing videos' benefits in English speaking classes in general.

3.2. Recommendations for further study

Although the findings of this study have provided proper information of students' perceptions of using dubbing videos in English speaking classes at APD, there is still a demand for further research of different sampling in other contexts, applying different research methods, instruments and concentrating on other aspects of using dubbing videos in English speaking classes. For instance, it is possible to conduct a study with a broader scope to provide more distinct results of students' perceptions when dubbing videos are applied in English-speaking activities.

Furthermore, in addition to learners' perception, teachers' views in terms of using dubbing videos in English-speaking classes should be investigated to have a thorough understanding and more effective recommendations. And there should be further research on teachers' difficulties in using dubbing videos in their English teaching.

The research also can be a precursor to further research investigating how to apply dubbing videos in improving students' English-speaking skills or even other skills such as writing skills as in the research study by Chow & Chu (2017).

REFERENCES

- [1] Sihem, S., 2013. Using Video Techniques to Develop Students' Speaking Skills. Biskra, Algeria:University of Biskra.
- [2] Manurung, S. & Pohan, A. E., 2019. Enhancing Students' Speaking Skill through Dubbing Video Project. UHAMKA International Conference on ELT and CALL (UICELL), (pp. 133-146. Jakarta.

- [3] Florente, I., 2016. How Movie Dubbing Can Help Native Chinese Speakers' English Pronunciation. Hamline University.
- [4] Pamungkas, F. D., 2019. How Video Dubbing Can Improve Students' Speaking Pronunciation. Madiun city, Indonesia: Sebelas Maret University.
- [5] Lindsay, P. H. & Norman, D. A. ., 1977. Human Information Processing. New York: Academic Press.
- [6] Chaume, F., 2012. Audiovisual Translation: Dubbing. Routledge: London and New York.
- [7] Yu, H. C., 2013. Can film dubbing projects facilitate EFL learners' acquisition of English? *British Journal of Educational Technology*, 43(1), E24-E27.
- [8] Burston, J., 2005. Video Dubbing Projects in the Foreign Language Curriculum. Retrieved from <https://www.researchgate.net/publication/259442124>
- [9] Nguyen, T. H., & Tran, M. N., 2015. Factors affecting students' speaking performance at Le Thanh Hien highschool. Retrieved from: <https://pdfs.semanticscholar.org/b3e1/ad026cd9700c479cb143934b4ce0cf985ad4.pdf>
- [10] Nation, I. S. P., & Newton, J., 2009. Teaching ESL/EFL Listening and Speaking. Abingdon: Routledge Taylor & Francis Group.
- [11] Oxford, R. L., 1990. Language Learning Strategies: What Every Teacher Should. Boston: MA: Heinle & Heinle.
- [12] Krashen, S. D., 1982. Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press Inc.
- [13] Doff, A., 1998. Teach English: A Training Course for Teacher. Cambridge: Cambridge University Press.
- [14] Shumin, K., 1997. Factors to Consider: Developing Adult EFL Students' Speaking Abilities. *English Teaching*, 35(3), 8. Retrieved from: <http://eca.state.gov/forum/vols/vol35/no3/p8.htm>
- [15] Bachman, L. & Palmer, A. S., 1996. Language Testing in Practice. Oxford: Oxford University Press.
- [16] Harmer, J., 1991. The Practice of English Language Teaching. The 3th Edition. Longman: London and New York.
- [17] Baker, J. & Westrup, H., 2003. Essential Speaking Skills: A Handbook for English Language Teachers. London: Continuum.
- [18] Creswell, J. W., 2009. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. California: SAGE Publications, Inc.
- [19] Ismaili, M., 2013. The Effectiveness of Using Movies in the EFL Classroom –. *Academic Journal of Interdisciplinary Studies*, 2(4), 121-132.
- [20] Darfilal, I., 2015. The Effectiveness of Using Language Games in Teaching Vocabulary: The Case of Third Year Middle School Learners. University of Tlemcen.
- [21] Tavakol, M. & Dennick, R., 2011. Making sense of Cronbach's alph. *International Journal of Medical Education* 2, 53-55.
- [22] Chu, W. L. C. & Chow, K. C., 2017. Using video dubbing activities in primary Chinese classroom for creative writing. A case study of students with multilingual backgrounds. *L1-Educational Studies in Language and Literature*, 1-32.