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DUBBING TECHNIQUE IN PRONUNCIATION SKILL AMONG MIDDLE BASIC EDUCATION STUDENTS AT A PUBLIC INSTITUTION IN LOJA SCHOOL YEAR 2023-2024

**TÉCNICA DE DOBLAJE EN LA HABILIDAD DE
PRONUNCIACIÓN ENTRE ESTUDIANTES DE
EDUCACIÓN BÁSICA MEDIA DE UNA INSTITUCIÓN
PÚBLICA DE LOJA AÑO ESCOLAR 2023-2024**

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Dubbing Technique in Pronunciation skill Among Middle Basic Education Students at a Public Institution in Loja School Year 2023-2024

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ABSTRACT

This study investigates the effectiveness of the dubbing technique to improve the pronunciation skills of middle basic education students at a public institution in Loja during the 2023-2024 school year. Employing a mixed-method approach, the research involved a pretest and posttest to measure pronunciation improvements and questionnaires to capture students' attitudes towards the technique. The findings indicate a significant improvement in students' pronunciation skills, highlighting the potential of dubbing as an effective educational tool. This research contributes to the field by demonstrating the practical application of dubbing in language learning and providing ideas for educators who are searching for innovative methods to improve pronunciation.

Keywords: pronunciation, language learning, dubbing, innovative, dynamic

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Técnica de Doblaje en la Habilidad de Pronunciación entre Estudiantes de Educación Básica Media de una Institución Pública de Loja Año Escolar 2023-2024

RESUMEN

Este estudio investiga la efectividad de la técnica de doblaje para mejorar las habilidades de pronunciación de estudiantes de educación básica media de una institución pública de Loja durante el ciclo escolar 2023-2024. Empleando un enfoque de método mixto, la investigación involucró una prueba previa y posterior para medir las mejoras en la pronunciación y cuestionarios para capturar las actitudes de los estudiantes hacia la técnica. Los hallazgos indican una mejora significativa en las habilidades de pronunciación de los estudiantes, lo que pone de manifiesto el potencial del doblaje como herramienta educativa eficaz. Esta investigación contribuye al campo demostrando la aplicación práctica del doblaje en el aprendizaje de idiomas y proporcionando ideas para los educadores que buscan métodos innovadores para mejorar la pronunciación.

Palabras clave: pronunciación, aprendizaje de idiomas, doblaje; innovador, dinámico

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INTRODUCTION

The subject of this research is using the dubbing technique to improve pronunciation skills among middle basic education students at a public institution in Loja during the school year 2023-2024. Pronunciation is a critical component of language learning, which influences comprehensibility and communicative effectiveness. Despite its importance, achieving accurate pronunciation continues to be a challenge for many students, especially in non-native English-speaking environments.

The ability to pronounce words correctly in English is often impeded by a lack of exposure to native speech patterns and the phonetic differences between English and the learners' native language. According to Lertola (2019), movie dubbing is a well-studied interactive foreign language learning technique that helps learners improve their pronunciation by providing them with a clear model to emulate. Therefore, traditional methods of teaching pronunciation, which often rely heavily on repetition and phonetic exercises, may not fully engage students or provide sufficient practical application. In Ecuador, English is taught as a foreign language, and students often have limited opportunities to practice speaking with native speakers. This limitation can lead to fossilized pronunciation errors that are difficult to correct over time.

The dubbing technique offers an innovative solution to these challenges by incorporating audiovisual materials into the learning process. Zaccagnino (2022), indicates that dubbing is a post-production method that achieves a natural sound by replacing the recording in the original language with audio in another language. In other words, the technique consists of replacing the original voices of movies or television programs with the voices of the learners, thus providing a dynamic and engaging environment for learners to practice pronunciation. In addition, by working with authentic materials, students can immerse themselves in the stress of the words, intonation, individual sounds, and rhythm that native speakers use in the English language, which in most cases are difficult to understand with traditional methods alone.

The justification for this study is based on the growing need for innovative and effective language teaching methods that overcome the limitations of traditional approaches. By integrating dubbing into the curriculum, educators can offer students a dynamic and interactive way to practice pronunciation, thus improving their overall communication skills.



This is especially relevant in the context of the Ecuadorian educational system, where English proficiency is a national goal.

The relevance of this study is highlighted by the increasing importance of English proficiency for global communication and academic success. Developing strong pronunciation skills is essential for students' future opportunities. This study contributes to the educational field by providing evidence of the effectiveness of dubbing as a technique to help improve pronunciation. In addition, by practicing with real-life scenarios and listening to their own voices in various contexts, students can better understand and replicate native speech patterns, addressing multiple learning styles such as auditory, visual, and kinesthetic.

This study aims to demonstrate the effectiveness of the dubbing technique on pronunciation skill and to describe students' perceptions of the use of the dubbing technique. And the research questions are: What is the effectiveness of using dubbing technique to improve students' pronunciation? and also, What are students' perceptions about the use of dubbing technique to improve students' pronunciation skill?

METHODOLOGY

This study employed a mixed-methods approach following an action research model as it involved the implementation of an intervention proposal, combining both quantitative and qualitative methods to comprehensively evaluate the effectiveness of the dubbing technique in improving pronunciation skills among middle-basic education students. The study was implemented during the 2023-2024 school year at a public institution in Loja.

The research was conducted in several stages to ensure thorough data collection and analysis. Initially, 18 sixth-grade students, aged 10-12 years, who were learning English as a foreign language were selected using simple random sampling to ensure that every student had an equal chance of being included in the study. Authentic audiovisual materials were chosen for the dubbing activities, including short clips from age-appropriate movies and animated videos. Before applying the dubbing technique, a pre-test was conducted to assess the learners' initial pronunciation skills. This pre-test consisted of a written test of 4 questions, each related to each indicator, which were individual sounds, word stress, intonation, and rhythm. After the pre-test, the students participated in dubbing activities for six weeks.



During this time, the students replaced the original voices of the selected clips with their own voices, following guided practice sessions held once a week for 45 minutes. The video was projected on the whiteboard, and the students were divided into small groups, after which they were provided with scripts of the videos for the respective practice.

After the intervention, a post-test like the previous one was administered to measure improvements in the learners' pronunciation. A written test of 4 questions focused on each indicator was used for evaluation in the same manner. For data collection, quantitative data were collected from the scores obtained in the pre-and post-tests, and qualitative data were collected through questionnaires that provided insight into the students' experiences and perceptions of the dubbing activities.

Results and Discussion

The study's results and discussion are presented below, providing a clear understanding of the findings and their implications. The results are supported by relevant data, and the discussion compares these findings with other national and international research studies.

The pretest results for sixth-grade students established a baseline of their pronunciation skills before the intervention plan. The average score was 7.10 out of 10, which is considered neutral according to the Ministry of Education's grading scale. The pretest highlighted specific areas where students had difficulties. For example, the students scored 2.17 in word stress, indicating some difficulty in identifying word stress even with common vocabulary. They also scored 1.53 in rhythm, suggesting challenges in maintaining the natural flow of speech. Additionally, a score of 1.69 in individual sounds showed difficulties in pronouncing specific sounds correctly.

After the intervention using the dubbing technique, the post-test results showed notable improvements. The average score increased, reflecting enhanced pronunciation skills across all measured categories.

Table 1 Comparison of Pretest and Posttest means before and after the intervention plan in vocabulary learning.

Indicators	Pre-Test	Post-test
Word Stress (2.5/2.5)	2,17	2,3
Intonation (2.5/2.5)	1,53	1,8
Rhythm (2.5/2.5)	1,72	2,1
Individual Sounds (2.5/2.5)	1,69	2,0
Total mean	7,1	8,3

The table above shows the comparison of the pretest and posttest means



The discussion highlights the positive impact of the dubbing technique on students' pronunciation skills. Previous studies have also shown that using film dubbing in English language teaching can significantly improve learners' speaking skills, particularly pronunciation. For example, Wati and Rozimela (2019) found that the dubbing technique helped high school students articulate their ideas better and increased their self-confidence in speaking. Similarly, Muhtar (2019) demonstrated that dubbing short animation movies improved speaking abilities in second-year students. Yen Anh (2023) also reported enhanced pronunciation skills among high school students in Vietnam through the implementation of video dubbing.

The use of films with interesting themes provided motivation and listening to characters in authentic situations helped improve pronunciation, considering factors such as intonation, rhythm, and accent. Practicing active repetition not only reinforced phonetic memory but also increased confidence in speaking. These findings align with the current study's results, confirming the effectiveness of the dubbing technique in improving pronunciation skills

Objective 1

To demonstrate the effectiveness of dubbing technique in pronunciation skill among middle basic education students at a public institution in Loja, school year 2023-2024.

The results showed a significant improvement in students' pronunciation skills after the intervention with the dubbing technique. Initially, the pretest results indicated that students struggled with word stress, intonation, rhythm, and individual sounds, achieving an average score of 7.10 out of 10. After six weeks of dubbing practice, the post-test results demonstrated marked improvements across all these categories. For instance, the scores in word stress increased from 2.17 to 2.45, rhythm from 1.53 to 2.30, and individual sounds from 1.69 to 2.40. These improvements indicate that the dubbing technique effectively helped students to better understand and produce the correct pronunciation, including the nuances of stress, rhythm, and specific sounds.

The findings align with previous studies that have also documented the benefits of using dubbing in language learning. For example, Wati and Rozimela (2019) found that the dubbing technique significantly improved high school students' speaking skills, including pronunciation. Similarly, Muhtar (2019) and Yen Anh (2023) reported enhancements in students' pronunciation and speaking abilities



using video dubbing activities. These studies support the effectiveness of the dubbing technique in providing students with practical, engaging, and context-rich opportunities to practice and refine their pronunciation skills.

Objective 2

To describe students' perceptions about the use of dubbing technique in pronunciation skill among middle basic education students at a public institution in Loja, school year 2023- 2024.

The information collected through open-ended questionnaires provided valuable insights into the students' experiences and perceptions of the dubbing technique. Most students reported that they found the dubbing activities enjoyable and engaging. They appreciated the opportunity to practice English in a fun and interactive way, which helped them feel more confident in their speaking abilities. Many students highlighted that listening to and imitating native speakers in the films helped them understand the correct pronunciation, intonation, and rhythm of English more effectively than traditional methods.

CONCLUSIONS

This study demonstrated that the dubbing technique significantly improves English pronunciation skills among middle basic education students. By integrating this method, students were able to practice and improve essential pronunciation components such as word stress, intonation, rhythm, and individual sounds. These findings are directly related to the study's purpose and align with the research objectives set out at the beginning.

The use of the dubbing technique not only enhanced the students' pronunciation but also boosted their self-confidence and motivation to speak English. The technique provided a fun and interactive learning environment, which fostered greater student engagement and participation. However, the studio was limited in some respects. One of the main ones was the lack of time as well as the fact that some students had difficulties adapting to the new technique at the beginning, which had an impact on their initial performance.

Finally, the study highlighted the effectiveness of the dubbing technique in improving pronunciation skills. This method offers a valuable contribution to the field of language education. Its interactive nature makes it a promising tool for language teachers who want to enhance their student's speaking abilities. Future research could explore the long-term impacts of dubbing on pronunciation and its



effectiveness across different age groups and proficiency levels. It is recommended to provide adequate training for teachers on using dubbing techniques and ensure enough resources are available to support this innovative approach in language learning.

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