

The Implementation of Video Dubbing in Enhancing Students' Pronunciation at a High School in Vietnam



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ABSTRACT: Pronunciation lessons have frequently been overlooked in English as a Foreign Language (EFL) classes for a variety of reasons. As a result, many EFL students always struggle to communicate with confidence due to their bad pronunciation. The researcher carried out this study with a view to examining the impacts of using video dubbing in improving students' pronunciation in EFL classrooms. This study was a classroom action research and employed 40 students (15 females and 25 males) at Luu Nhan Chu High School in Dai Tu district, Thai Nguyen Province. After 4 sections in which students were required to dub 4 videos, the data were collected through pretest, posttest, and teacher's observation. The research utilized both quantitative and qualitative approach to analyze the data. The results revealed that video dubbing really brought about the improvement in Luu Nhan Chu students' pronunciation skill and they had positive attitude toward the implementation of video dubbing in teaching pronunciation. This research gave awareness about the importance of English learning and facilitate students to improve their speaking, especially in pronunciation. It is hoped that other researchers can use this research as an additional reference to conduct further research in the same field, certainly with different materials and samples.

KEYWORDS: teaching speaking, pronunciation, video dubbing, speaking skill

1. INTRODUCTION

It is undeniable that English is an international language, which is used across the board including communication, science, education, aviation, commerce, technology and tourism. There are more than 53 countries and territories where English is used as official language nowadays. English has become a greatly important tool for people to get accessed and updated to a large amount of knowledge from all over the world.

As the international commercial contacts between Vietnam and regional countries as well as other nations around the world have rapidly developed, English has become the first-choice foreign language in contemporary Vietnam. This expansion was indicated by Vietnam's membership in such organizations as the Association of South East Asian Nations (ASEAN), ASEAN Free Trade Area (AFTA) and the World Trade Organization (WTO). Consequently, international investors are increasingly investing in the country's commercial potentials and looking for a professional workforce with a great command of the English language. "However, the communicative competence in English of Vietnamese workforce has not met the requirement of the employers" (Kieu, 2010, p.119). It is, therefore, vital to master English to create more opportunities in life for learners.

To master a language means to be able to speak that language fluently and accurately as Kay's (2006) stated that "Speaking is a crucial part of second language learning and teaching". A successful communicator needs not only a large number of vocabulary but also the correct pronunciation. Pronunciation is an important component of successful oral communication and language learners usually recognize it as a priority (Jones, 2018). "Learners with good English pronunciation are likely to be understood even if they make errors in other areas, whereas learners with bad pronunciation will not be understood, even if their grammar is perfect" (Gilakjani, 2012, p.96). Thus, improving pronunciation should be a top emphasis in every ELT (English Language Teaching) curriculum.

In the context of Vietnam today, English has been taught monotonously due to some reasons which comes from the national curriculum (Do, 2020), teaching pedagogy and the language teachers (poor teacher training in both English pronunciation and pronunciation teaching, teachers' skepticism of their authority to teach pronunciation) (Derwing, 2018). Studies have revealed that one of the primary reasons of this issue is "traditional pedagogy, emphasizing the acquisition of grammar and vocabulary rather than communicative competence" (Pham, 2005). As a result, despite spending many years learning English in schools both domestically and abroad, Vietnamese students still struggle to communicate with foreigners (Lin, 2014). Due to "traditional pedagogy (in Vietnam), emphasizing acquisition of grammar and vocabulary rather than communicative competence", a huge proportion of graduates with years of learning English still have weak listening and speaking abilities, making it difficult for them to find work in a foreign company in Vietnam (Vu & Shah, 2016). In Vietnam's public education system, written work takes

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precedence over the spoken work. Although the textbooks are designed to develop all the four skills in learning English which include Listening, Speaking, Reading and Writing, pronunciation was largely absent from course books and curriculum documents (Pham, 2005). In other words, English speaking abilities, especially English pronunciation, have been marginalized. Besides, many textbooks have the least effective way to teach pronunciation. In those books, students practice pronunciation by repeating the vocabulary, working on words' spelling or practice reading fixed phrases and sentences (Hismanoglu & Hismanoglu, 2010). Thus, it becomes more and more difficult for the students to produce long sentences in certain real-life situations.

The next factor that affects students' pronunciation ability is the language teachers. According to Gilakjani and Ahmadi (2011), "pronunciation can be one of the most difficult parts for a language learner to master and one of the least favorite topics for teachers to address in the classroom" (p.81). It is shown in several researches that problems encountered by English language teachers are varied. However, there are some more significant and more frequently perceived problems such as the lack of ability (i.e., pedagogical knowledge) to teach pronunciation and the shortage of sufficient teacher training programs (Foote, Holtby & Derwing, 2012).

At Luu Nhan Chu High School where the researcher is going to conduct this study, the teachers put much emphasis on teaching grammar with a view to helping the students to pass the exams. As a result, they do not regularly converse in English and teach in an environment where communicative competence is the primary focus. Besides, the students hardly have opportunities to practice speaking due to large class size. Therefore, they have really poor speaking skill, especially in pronunciation. Most of them can not pronounce words correctly and utilize proper tone in a sentence. They put stress on wrong syllable in words and on wrong words in sentences. In other words, they usually mispronounce English sounds to the point where the output is unintelligible to the listeners. In addition, they tend to ignore the final consonants and hardly link sounds together to make their speech natural and fluent while speaking. As a result, they have trouble listening to other speakers, and what the interlocutor says appears to be illogical to them. In short, they meet great difficulties in English pronunciation despite many years studying English at school.

In the light of the above discussion, the researcher herself has been inspired and motivated to conduct the research on teaching pronunciation using soundtrack dubbing with the title of "**The implementation of video dubbing in enhancing students' pronunciation at a high school in Vietnam**". The purpose of this study is to examine the impacts of using video dubbing in improving students' pronunciation in EFL classrooms. This study is in an attempt to seek answers to the research question "To what extent does the utilization of video dubbing boost students' pronunciation?". It is hoped that this study will suggest a useful teaching technique to the researchers and educators in enhancing students' pronunciation skill at Luu Nhan Chu High School in specific and in Viet Nam in general.

2. LITERATURE REVIEW

1. Definition of pronunciation

Pronunciation is an integral part of oral communication. It is considered one of the most important aspects of second language acquisition because it affects learners' communication competence. Gilakjani (2012) defines pronunciation as a set of habits of producing sounds. The habit of producing a sound is acquired by repeating it over and over again by being corrected when it is pronounced wrongly. Pamungkas & Rochsantiningsih (2019) explains that pronunciation refers to how we produce the sounds that we use to make meaning when we speak. It includes the particular consonants and vowels of a language (segments), aspects of speech beyond the individual segment level such as stress, timing, rhythm, intonation, phrasing (suprasegmental aspects) and how the voice is projected (voice quality). Dalton (2014) states that pronunciation is the production of significant sound which is used as a part of a code of particular language and to achieve meaning in the context of use. Derwing (2018) believes that pronunciation indicates the production of sounds that we use to convey meaning. She also said that people also often judge others by the way they speak, and so students with a lack of pronunciation may be judged as incompetent, uneducated, or lacking knowledge. Hornby in Alfiyanaini (2017) defines pronunciation as the way in which a language is spoken, way in which a word is pronounced. It means that pronunciation is crucial to language, including its aspects like accent, stress, and intonation. Similarly, Harmer (2020) defines pronunciation as how to pronounce words as products of sounds, stress, and intonation. From these previous definitions, the researcher can conclude that pronunciation is how to say a word in a particular language which is made up of sound, stress, and intonation as well as how the sounds are put together in the flow of speech (not just in isolated words). Pronunciation plays an important role in learning a foreign language since it has a direct impact on learners' communicative skills and performance (Pourhosein Gilakjani, 2012).

2. The importance of pronunciation.

One cannot communicate without pronouncing the language, as Lin (2014) stated. Furthermore, especially for EFL students, pronunciation is the underpinning of communication and is vital for identifying meanings and producing comprehensible utterances (Do, 2020). No one can deny the importance of proper pronunciation. It is regarded as one of the most important

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aspects of English communication. The first reason is that it aids us in making a positive first impression when speaking the language. In other words, it is clear that proper pronunciation is essential for effective oral communication.

According to Firdaus (2019), it is critical to pay attention to pronunciation because it determines whether or not a message may be passed on to others. The listeners will be able to grasp what the speakers are attempting to say if they pronounce it clearly and correctly. On the other hand, mispronunciation of words might lead to unintended consequences or even misinterpretation. Foreigners will understand you more easily and be willing to listen to you if you have good English pronunciation. Clear pronunciation is vital in oral communication. When learners have appropriate pronunciation and intonation, they are more likely to communicate effectively even if they have slight mistakes in vocabulary and grammar, said Vu and Shah (2016). When we converse with someone in regular life, our pronunciation is the first thing they notice. Furthermore, it will be significant in assisting learners in increasing their confidence and feeling more at ease while interacting with indigenous speakers. Learners with good English pronunciation are more likely to be understood even if they make other mistakes, whereas those with poor pronunciation will not be understood even if their grammar is perfect (Pourhosein, 2012). "Having good pronunciation of the language can help in normal communication, particularly intelligibility," Derwing and Munro (2015, p. 75) claimed. Moreover, having strong pronunciation would make it easier for us to learn other skills like listening and reading, as well as general communication. This is because pronouncing words pushes you to pay closer attention to how people talk, focus on how they make the correct sounds. You'll be more inclined to make natural sentences if you listen to how they sound. Furthermore, the more you hear these statements, the easier it will be for you to comprehend and get accustomed to them. As a result, learners must practice their pronunciation on a daily basis in order to strengthen their English speaking abilities.

Pronunciation is very crucial for communication, as evidenced by the above-mentioned roles of pronunciation, and it is the most significant topic for EFL students to recognize. Learners, on the other hand, believe that poor pronunciation is the root of their communication problems (Jones, 2018). "Yet, many adult learners find pronunciation one of the most difficult aspects of the English to acquire, and need explicit help from the teacher" (Fraser 2000, p.127).

3. METHODS

3.1. Context of the study

This research was carried out in a high school in Dai Tu District, Thai Nguyen Province. 40 students of the 11th grade were recruited from Luu Nhan Chu High School. All the initial samples were selected on the basis of a degree of homogeneity in language level and their study location. They were all at beginner or pre-intermediate level of proficiency. 15 of them are female and their mother tongue is Vietnamese. They studied English as a foreign language. The majority of the students in the researcher's class had trouble pronouncing words separately and in combination. Many of them were from rural areas in Dai Tu District where there was no chance to communicate face-to-face with native speakers and hardly had opportunities to speak English outside the classroom. When they first started learning English, they concentrated on their grades, grammar, sentence construction, syntax, and reading comprehension among other things. They undervalued the importance of English pronunciation and neglected to learn speaking and listening skills. They spent most of their days at school because they had morning and afternoon lessons from Monday to Saturday. In addition, they did not pay much attention to the learning tasks in the textbooks because they are quite boring and they do not lend itself to their taste. Their speaking abilities were quite low. In aspect of pronunciation, students got confused about how to pronounce words correctly and how to create right intonation for a sentence. In grammar case, students found it hard to utilize appropriate grammatical forms and suitable structures when they communicated with others. Meanwhile, in aspect of vocabulary, they used limited and repeated vocabularies in their conversation. Furthermore, students were not fluent enough when they spoke to others spontaneously. In aspect of comprehension, they got difficulty in listening to the speakers and what the interlocutor was saying seemed not to make sense to them.

3.2. Participants

This research were carried out among 40 students of the 11th grade at Luu Nhan Chu High School, 15 of whom were female and the rest were male. All of them were 17 years old. Besides, 3 English teachers also took part in the research, one of whom played the role of researcher implementing the proposed strategy. The other two English teachers were collaborators who observed students' performance during the research process and took notes of their behaviours in order to provide data for the analysis.

3.3. Instruments

The study applied different kinds of instruments such as tests (pretest and posttest), pronunciation scoring rubric, teacher's notes or teacher's observation and lesson plan.

- *Pre-test and post-test.* A pre-test and a post-test were utilized in this study to examine the pronunciation abilities of the students before and after the treatment. The test consisted of a series of oral evaluations in straightforward interpersonal and transactional talks. The test was utilized twice. The initial test was conducted by the researcher and two examiners (inter-raters) prior to the treatment to identify students' speaking skill, especially pronunciation before taking the intervention to get the pre-test results. The second was used after the treatment to get the post-test results. To ensure consistency of results, the pre-test and post-test

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covered the same topic, which was "Describe your favorite film". Each student was allotted three minutes to express their thoughts and their talk had minimum of ten sentences in it. The researcher and two examiners (inter-raters) assessed students' pronunciation aspects including pronunciation of vowels and consonants, stress, intonation, sound linkage and intelligibility during the pre-test and post-test using the pronunciation scoring rubric attributed to Pearson Test of English Academic's scoring rubric and Djiwandono's scoring rubric (2012). Each component received a score between 0.5 and 2.

- **Observation:** The observation was used to gather data on the teaching and learning process, including the activities and attitudes of the teacher (researcher) and students, the interaction between students and the teacher, the interaction among students, and between students and the material. It was taken in two different ways, not only by observing students' behaviours and activities during the four sessions of applying the technique to teach pronunciation but also by watching students' dubbing video products at the beginning and the end of each session to see if students had made any progress in their pronunciation and how their attitudes had changed from the first session to the last.

4. RESULTS AND DISCUSSION

As mentioned earlier, in order to answer the research question, the data were collected through pretest scores, observation and posttest scores.

4.1. Results for Pre-test

The researcher used a speaking test with the topic of "Describe your favourite film" as a pre-test to gauge the learners' pronunciation. The pre-test examined five components of pronunciation: vowels, consonants, stress, intonation and understandability. Students' scores in the pre-test were determined by using the Scoring Rubric of Pronunciation Test attributed to Pearson Test of English Academic's scoring rubric and Djiwandono's scoring rubric (2012). The results were computed quantitatively through SPSS by percentage. Figure 1 below shows the results of the pronunciation pre-test score range.

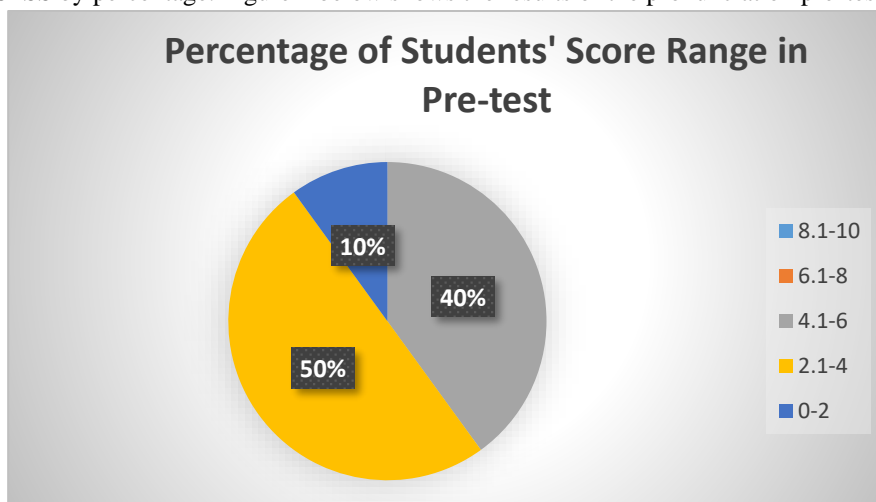


Figure 1: Percentage of Students' Score Range in Pre-test

As can be seen from Figure 1, the findings of the pretest administered two weeks prior to the implementation of the actions clearly demonstrated the participants' unsatisfactory pronunciation abilities. Figure 1 demonstrates that none of them received "very good" or "good" score degree. Only 40% of the students were assigned a fair category, 50% remained in poor category, and up to 10% got a category with very poor scores. Overall, the participants in the research nearly shared the same pronunciation status, which was quite low compared to what they had to gain at their school level. These results were supported by the students' scores in the five aspects of pronunciation as shown in Table 1 below:

Table 1. Percentage of Pre-test in Aspects of Pronunciation

Score Range	Aspects of Pronunciation in Pre-test									
	Vowels		Consonants		Stress		Intonation		Intelligibility	
	N ^o	Percentage	N ^o	Percentage	N ^o	Percentage	N ^o	Percentage	N ^o	Percentage
0.5	11	27.5	17	42.5	25	62.5	14	35.0	19	47.5
1	17	42.5	13	32.5	15	37.5	20	50.0	13	32.5
1.5	12	30.0	10	25.0	0	0.0	6	15.0	8	25.0
2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	40	100	40	100	40	100	40	100	40	100

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Based on the result of the pre-test above, it can be seen that none of the participants got maximum score in every aspect of pronunciation. Specifically, in the aspect of consonants, the percentage of students who achieved the score of 1 and 1.5 was 32.5% and 25.5% respectively. In the aspect of vowels, only 30% got the score of 1.5 points, 42.5% achieved 1.0 point while 27.5% gained 0.5 points, which was the lowest score in assessing vowels. Stress was the only aspect in which no student got 1.5 points and over. More than half of the participants (62,5%) got the lowest score and 37.5% of the students got 1 points in the aspect of stress in the pre-test. This data revealed that putting stress in the right position in words was really a big challenge to the students. Intonation was the second pronunciation aspect that was quite difficult for the students. This was proved by the fact that none of the students got maximum point in intonation, only 15.0% got 1.5 points. However, half of the students only received 1 point and up to 35.0% had 0.5 point in the aspect of intonation in the pre-test. Inteligibility was the last aspect to be measured in the pre-test. In this aspect, nearly half of the students got minimum score, 32.5% received mark 1, and 25.0% got 1.5 points.

In conclusion, the data in Table 1 indicated that most of the students had strength in pronouncing vowels among the five aspects of pronunciation while word and sentence stress were really a big challenge for them in communicating.

4.2. Results for Observation

During the four sessions in the research, the researchers and her 2 collaborators observed the learning and teaching process and got the following results:

In the first session of the research, students were eager to take part in dubbing activity, which they said that they had never done it before. Most of the students took notes of the new words used in the snippet and paid attention to teacher's instructions. However, some students felt reluctant in pair or group work because they were not be able to choose their partner for their pair work. In addition, students hardly asked the teacher any questions related to the lesson, which meant that student' talking time was still limited. In other words, the students were really excited about the dubbing activity and they tried their best to perform all the tasks in the lesson.

The second session showed a little change in students' attitude. They became more active in participating in the lesson activities. In specific, the students listened to teacher's explanation more attentively. They tried their best to follow the subtitles on the screen to make sense of the film snippet's content. Sometimes, they made some English questions to ask teacher about some clarification during their watching. Generally speaking, the students were quite curious about this learning technique, they were still self-concious about it though.

In the third session, dubbing film became of more interest to the students. They focused more on the lesson and followed all teacher's instructions. They started to activate their prior knowledge about vocabulary and grammar to share their thought and feeling during the lesson. They interacted more with the teacher and their partners. As a result, students' talking time increased gradually compared to the last two sessions. Also, they responded to the teacher and their peers more quickly using the vocabulary they had learnt in the previous sessions. They seemed to overcome their fear of making mistakes to communicate more freely with the others.

After three sessions of practicing video dubbing, the researcher as well as her collaborators saw great change in students' attitude toward the technique in the last session. In more details, they paid much attention to the lesson and teacher's explanation. They appeared to follow the learning process closely and naturally and immediately responded to the teacher's questions. They actively asked the teacher some questions related to the snippet's content and lesson as well. They became more interested in the learning process and eagerly took part in every learning tasks.

Based on the above observation results, it could be concluded that the students' activeness and enthusiasm in teaching and learning process improved positively and significantly by using movie dubbing in teaching pronunciation. These improvement included things like students' active participation, great enthusiasm for the lesson. In addition, they were able to produce speech with proper grammar, a variety of vocabulary, understandable content, steady speed, and proper pronunciation. Students' progress were shown in all pronunciation skill indicators. It was very clear that video dubbing played a really vital role in enhancing students' English pronunciation and their motivation in study since it helped to increase their pronunciation practice time, widen their vocabulary and bridge the gap between teacher and students in classroom. Students had more opportunities to imitate and adjust their pronunciation to a native speaker's level; thus, they conveyed their desire to learn and practice their pronunciation precisely in similar teaching methods than the conventional ones that their teacher had previously used in the class.

4.3 Results for Posttest

In order to assure the consistence, the researcher administered a speaking test with the same topic as the pre-test to gauge the learners' pronunciation. The pre-test examined five components of pronunciation: vowels, consonants, stress, intonation and understandability. Students' scores in the pre-test were determined by using the Scoring Rubric of Pronunciation Test attributed to Pearson Test of English Academic's scoring rubric and Djiwandono's scoring rubric (2012). The results were computed quantitatively through SPSS by percentage. Figure 2 below shows the overall results of the pronunciation post-test.

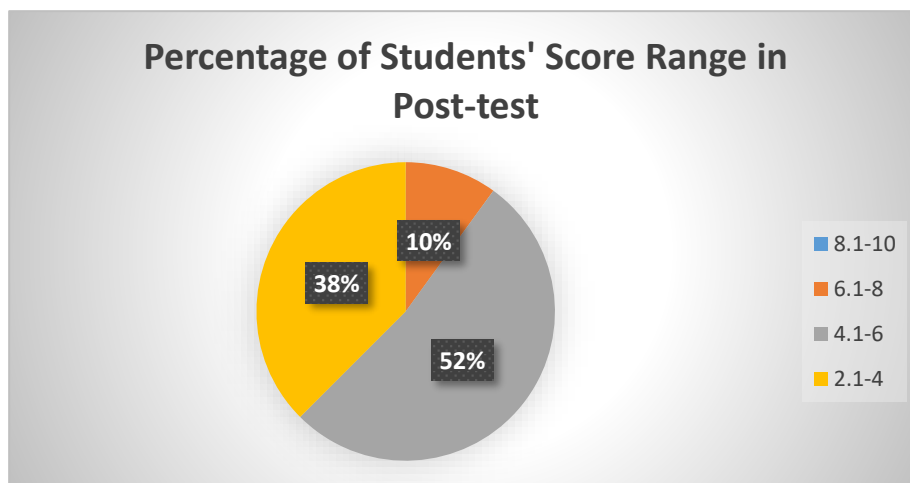


Figure 2: The Percentage of Students' Score Range in Post-test

Figure 2 shows the findings of the post-test administered after the implementation of the actions. It is clearly showed the participants' satisfactory pronunciation abilities. In more details, although the percentage of students who achieved the highest score range was 0%, none of them received "very poor" score category. 37.5% of the students were assigned a poor category, 52.5% remained in fair category, and 10.0% got a category with good scores. These results indicated that students' pronunciation skill increased relatively in comparison with those of the pre-test.

Table 2. Percentage of Post-test in Aspects of Pronunciation

Score Range	Aspects of Pronunciation in Post-test									
	Vowels		Consonants		Stress		Intonation		Intelligibility	
	N ^o	Percentage	N ^o	Percentage	N ^o	Percentage	N ^o	Percentage	N ^o	Percentage
0.5	8	20.0	15	37.5	20	50.0	10	25.0	14	35.0
1	19	47.5	14	35.0	17	42.5	18	45.0	16	40.0
1.5	12	30.0	11	27.5	3	7.5	8	20.0	9	22.5
2	1	2.5	0	0.0	0	0.0	4	10.0	1	2.5
Total	40	100	40	100	40	100	40	100	40	100

Based on the data illustrated in Table 2 above, it can be seen that students got improvement in all five aspects of pronunciation. In particular, there were 2.5% of the participants who could pronounce vowels clearly, 30.0% could produce most if vowels correctly although sometimes some consistent errors might make a few words unclear. Nearly half of the students could pronounce some vowels correctly and consistently mispronounce the rest of them and 20.0% pronounced few vowels correctly, which made listeners difficult to understand their speech. In the aspect of consonants, none of the students could pronounce all consonants clearly and correctly. 27.5% could pronounce most consonants correctly despite some consistent errors which made a few words unclear. 35.0% produce some consonants correctly while 37.5% got the lowest score range. When it came to stress, half of the participants got 0.5 point, which meant that they used stress incorrectly in most of the words that causes the words unrecognizable. 42.5% used much incorrect stress that caused some errors. Only 7.5% of the students could use good stress but misused in a few words that caused some errors. Noone could stress the right syllable in every words and made no errors. In terms of intonation, up to 10% of the participants could produce correct intonation tune in the whole sentences of their speech. 20.0% raised or lowered their voice correctly in a few utteranes. 45.0% used much wrong tune in their sentences whereas 25.0% uttered almost all of their sentences with incorrect intonation tune. In the aspect of intelligibility, only 2.5% of the participants could produce clear sounds in every words making their speech intelligible enough for the listeners to understand. 22.5% got 1.5 point, which meant they pronounced a very few unclear sounds in certain words. 40.0% received the score of 1.0 while 35.0% got 0.5 point, which illustrated that they pronounced most of the words unclearly.

In short, most of the students had improvement in their pronunciation, especially their intonation and intelligibility, which revealed that their English competence was much better than their initial level.

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4.4. Summary results

The study of the students' pre-test and post-test scores led to the first discovery. The pre-test and post-test involved forty learners at Luu Nhan Chu High School. The pronunciation scoring rubric was used to the test outcomes to assess them. Vowels, consonants, stress, intonation, and intelligibility were the five categories under which the rubric was broken down. The researcher utilized SPSS to examine the percentage of participants who achieved certain score range to analyze the data. The comparison of both tests is illustrated in Table 3 below:

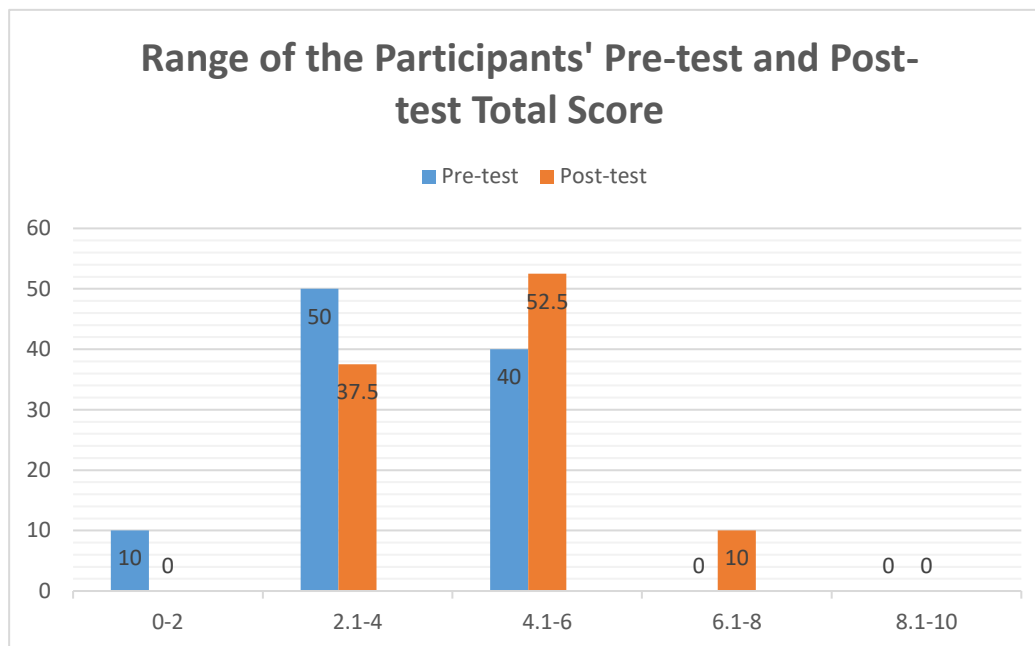


Figure 3: Comparison of pretest and posttest total scores

As can be seen from Figure 3, students' pronunciation total score increased in the post-test compared to the pre-test. More specifically, in the pre-test, none of the students received "good" score degree but this figure reached 10% in the post-test. Meanwhile, in the post-test, the number of students who were assigned a very poor degree reduced by 10%. In addition, the number of participants got a degree of poor score also reduced by 12.5% (from 50.0% to 37.5%). Overall, video dubbing enhanced students' pronunciation skill to some extent and this was shown in their increased total score in post-test.

It is obviously seen that this research has verified that English film-dubbing activities could enhance the English pronunciation of the 11th grade students at Luu Nhan Chu High School. The findings of this study agreed with those of Aydin and Mustafa (2016), who also thought that using movies as a teaching tool could help students learn languages more effectively. Students' interest might be piqued during English film-dubbing activities by appreciating, analyzing, mimicking, and performing films. Any type of learners, regardless of gender or age, can advance their language skills by employing the proper techniques. The outcome was also consistent with Zanon's assertion (2006), which was mentioned in Florente (2016, p. 63), that practicing pronunciation through listening to native speakers' talk, reading movie subtitles, and revoicing videos can assist students to improve their language comprehension. Meanwhile, the repetitive nature of the dubbing activity, according to Requena (2016, p. 19), improves fluency and also has an effect on pronunciation. The usage of English-language films in English lessons, according to Soo and Lim (2014), may enhance students' oral communication abilities and motivation to learn. Students can learn pronunciation, vocabulary, and fluency via watching movies. Li and Wang (2015) also proved that Chinese college students' oral English can be improved by including English movies into English teaching activities. Students can improve their pronunciation and fluency while expanding their vocabulary.

In a nutshell, the results of this research and earlier studies demonstrate that using English film-dubbing exercises to teach students to speak English can enhance their speaking skills, especially their pronunciation.

5. CONCLUSION

This research tries to find out how the implementation of video dubbing in teaching speaking. Based on the data analysis, research findings, and debates around the implementation of video dubbing to enhance students' speaking pronunciation, it can be said that this research was successful because students' speaking pronunciation improved as a result of the usage of video dubbing. The rising speaking test scores of the students served as evidence. All facets of pronunciation - vowels, consonants, stress, intonation, and intelligibility - were improved. Hopefully, this study will raise awareness of the value of learning English and help students become more fluent speakers, particularly with regard to pronunciation. This study can provide teachers with tips on how to use

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video dubbing to help students with their pronunciation and other speaking skills. Additionally, other researchers might refer to this research while doing additional studies in the same area.

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