

THE IMLEMENTATION OF DUBBING ANIMATED MOVIE ENTITLED “ZOOTOPIA” IN TEACHING SPEAKING

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Abstract

This research's backgrounds were the lowness speaking skill of the students and the media that use in teaching and learning process. The objectiveness of this research is to describe the implementation of dubbing animated movie entitled zootopia in teaching speaking at twelve grade students of science 1 MA Ma'arif NU 1 Cilongok in academic year 2018/2019. This research was classified as an descriptive qualitative research. It was conducted in July until august 2018. The subjects of this research were 27 students of class twelve science 1 of MA Ma'arif NU 1 Cilongok. The data were qualitative. The qualitative data were obtained through observations, interview and questionnaires. The implementation of dubbing animated movie were proven effective in teaching speaking.

Keywords: Dubbing, Speaking Skill, Implementation, Animated Movie

A. Introduction

English is a subject that is essential to be learned, because most of the information and technology use English, for example in education, commerce, daily activities, news, computer, and others. As an international language English is an asset to communicate with the people in worldwide. It is easy to learn and easy to understand. Those make the user easy to apply the technology. Although English is easy to learn, some people have not been able to use it particularly.

This case is because of the low mastery of vocabulary in pronunciation, structure, and some others. Most of them still combine the English language and Indonesia language. They still have difficulties in pronouncing certain English words. To be able to speak, instead of pronunciation, the richness of vocabulary is also important. However, most students are lack of vocabulary mastery; only few students in the classroom consult a dictionary. It can be the big problem for the teacher to make the students understand about speaking in English well to give some information.

Sound-flute or dubbing can help to overcome this problem because the sound-flute activity supports the students try to play a role in a movie. They try to take the character from the movie to become a part of their identity. They try to speak and to act as the character by sound-fluting their voice into the character of the movie. The different thing is they do not have to act like the character that they take in front of the screen. They just speak from behind, it makes them feel

comfortable for not to worry to do any mistake like wrong action. Moreover, it makes them feel more confident in speaking English; it becomes training lessons for them, how to speak well first before they speak out their ideas or even their opinions. As a result, it builds their confidence to speak in front of the public, after they speak well from the behind.

Therefore, the study question is: how is dubbing animated movie entitled “*zootopia*” implemented in teaching speaking?

B. Literature Review

The writer presents dubbing, speaking skill, animated movie and *zootopia*

1. Dubbing

Dubbing is a process of replacing sound in video, drama, movie, cartoon and kind of that with special characteristic on every character in the film by using different vocal technique (Muriyono, 1997: 1)

2. Speaking Skill

Richards (2008: 16) states that the mastery of speaking skills in English is a priority for many second or foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness in their spoken language proficiency.

In addition, Cameroon (2001: 40) adds that attention to precise details of language is required to speak in foreign language in order to share understandings with other people. Brown (2007: 7) states that teaching is guiding and facilitating learning, enabling to learn and

setting the conditions for learning. It means that teaching speaking is guiding, facilitating and also enabling learners to learn speaking, and setting the conditions for learning speaking.

3. Animated Movie

According to Heinich, Molenda, and Russell (1982: 193) animation is a technique in which the film maker gives motion to otherwise inanimate objects. Based on that statement, animated film is a movie which has motion from inanimate objects.

4. *Zootopia*

Zootopia is a 2016 American 3D computer-animated comedy film produced by Walt Disney Animation Studios and released by Walt Disney Pictures. It is the 55th Disney animated feature film. It was directed by Byron Howard and Rich Moore, co-directed by Jared Bush, and stars the voices of Ginnifer Goodwin, Jason Bateman, Idris Elba, Jenny Slate, Nate Torrence, Bonnie Hunt, Don Lake, Tommy Chong, J. K. Simmons, Octavia Spencer, Alan Tudyk, and Shakira. It details the unlikely partnership between a rabbit police officer and a red fox con artist, as they uncover a conspiracy involving the disappearance of savage predator inhabitants of a mammalian metropolis.

C. Method of Investigation

In this research, the writer used descriptive qualitative. The writer focused to describe how dubbing animated movie entitled *zootopia* used in teaching speaking. The

sources of data are the 27 students of class XII Science 1 MA Ma'arif NU 1 Cilongok in academic year 2018/2019 and the English teacher. The writer uses some techniques to collect the data that are observation, interview, documentation, and questionnaires. The writer used three steps of technique of data analysis. Those are data display, data reduction, and conclusion.

D. Findings and Discussion

To address research question “How is dubbing animated movie entitled “*Zootopia*” used in teaching speaking at the twelve grade students of science 1 of MA Ma'arif NU 1 Cilongok in the academic year 2018/2019?” To answer that question, the writer took the data at MA Ma'arif NU 1 Cilongok by observing and implementing dubbing activity in English teaching and learning process especially in teaching speaking in there and interviewing the English teacher, taking the documentations and also giving questionnaires.

1. The Observations

The writer conducted observations during the implementation of dubbing activity in teaching and learning process especially in teaching speaking in class XII Science 1 MA Ma'arifNU1Cilongok The actions were conducted six times in July 23rd until 10th August 2018.

After meeting by meeting, the students were behave with dubbing activity, they also found some words which could enrich their vocabularies, they were also practiced lot of speaking activities and improved their speaking

skill such as pronunciation, fluency and accuracy.

2. The Interview

The writer conducted interview in two times the first interview is in the beginning of the meetings, before the writer starts the meetings the writer interviewed the English teacher first to find out the problems in teaching speaking. The second interview conducted after the activity was done. It aimed to know the responses of the English teacher to the teaching and learning process especially in speaking activity.

Based on the result of the second interview, the dubbing activities were motivated and interested the students in practice speaking. The activities were suitable with the students, the students became more active during the activity in teaching and learning process.

3. The Questionnaires

The writer was conducted the questionnaires to found out how is the students' response to the implementation of dubbing activities in teaching and learning process of speaking and to found out how is the students' response during the activities in the classroom. The questionnaires were conducted on August 20th 2018, it aim to found out the responses of the students during the implementation of dubbing activities in teaching and learning process of speaking. The result of the questionnaires showed positive answers.

Most of the students were agree that dubbing animated movie provided fun and interesting activities in the classroom, they agree that the film were motivated them to improving their speaking, the film was also help the students to practice lot of speaking.

E. Conclusion

Based on the result of the observations, interviews and questionnaires, the implementation of dubbing activities in teaching and learning of speaking were proven effective in teaching speaking.

First, dubbing activities were proven improving student's motivation in speaking. It was able in engaging students' attention and interests during teaching and learning process of speaking.

Second, the activities provides fun in practicing speaking. The students can learn and practice speaking in fun way. It also killed students' boredom so they became more active in classroom activities.

Third, as they were motivated and interested during the speaking activites, the students also improved their speaking aspects such as fluency, accuracy, pronunciation and vocabularies. As the result, the

implementation of dubbing activities in teaching and learning of speaking were proven effective in teaching speaking.

Through the interview, the writer found out some obstacles and problems that faced by the English teacher in teaching and learning process of speaking. Such as the lowness confidence of the students in speaking, their limited vocabularies, and also the afraid of doing mistakes. Those problem above were solved by the writer through the dubbing activities which were implemented in the teaching and learning activities.

The questionnaires results are showed that the most of the students were gave positive responses during the implementation of dubbing activities in teaching and learning process of speaking. Through the questionnaires the writer also found out some statements which were the students mostly agreed. Such as the students agreed that the speaking skill is important to them. The students also agreed that they experienced a lot of speaking practice which were improved their speaking skill's aspect such as pronunciation, fluency, accuracy, and vocabularies. They were also agreed that they experienced to work alone, in pairs and in group during the classrooms activities. The film was motivated them to speak, and helped them to express their ideas.

Based on the results above, it could be conclude that dubbing animated movie were proven effective in teaching speaking.

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