DUBBING AND SUBTITLING METHODS THROUGH FILM IN MOTIVATING STUDENTS IN ENGLISH SPEAKING AND CONVERSATION

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A R T I C L E   I N F O

A B S T R A C T

This research describes the use of the dubbing and subtitling method through film in motivating students in English speaking/conversation. This research is library research. The analysis shows that the video project of dubbing in the film is engaging, motivating, and effective in improving language abilities. However, film media using dubbing can be combined with subtitling methods to make English learning more interesting, imaginative, and engaging. It means that both dubbing and subtitling can be used to practice English conversation skills with film. They can be applied to motivate students and even improve pronunciation and vocabulary mastery. Dubbing involves imitating the actors' voices and acting out dialogue scenes to practice students' pronunciation. Subtitling involves the use of Indonesian language transcription (Indonesian subtitling version) and English transcription (English subtitling version) to help students understand the vocabulary meaning in the dialogue. To motivate students' English speaking/conversation skills with those methods, students can choose their favorite films and actors, choose short film materials and search for subtitles, and practice English speaking in monologs or conversations in pairs. So, students can be interested and motivated, even improving their overall language learning experience. The previous studies also indicate the use of the dubbing/subtitling method in film improves.

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INTRODUCTION

This approach not only provides language learners with a context-rich environment but also promotes the acquisition of colloquial expressions and accents, contributing to a more nuanced and authentic mastery of English communication skills. Speaking is a means of communication between individuals (Navisha, 2019). It occurs everywhere and has become an integral part of our daily lives. When a person communicates, they interact and use language to communicate their ideas, emotions, and thoughts. Additionally, they share information via communication. Speaking is one of the most important aspects of communication, especially in this modern era (Pratama & Christhomas, 2022). One of the standards in Communication International is the ability to communicate in English. By having the ability to speak English, we can get information easily. Communication skills in English are considered one of the main skills that are difficult for students to learn, causing them to feel insecure about communicating in a foreign language (Yulianto & Agus, 2022). The increasing importance of English proficiency in a globalized world has made it necessary for every individual to develop effective communication skills in English (Retnomurti et al., 2023). One way to improve these skills is through exposure to English-language media, such as films. However, for non-native speakers with limited English skills, using subtitles or dubbing can be more effective.

Previous research shows that students have difficulties speaking. Rafi & Irawati (2015) explain that during the process of learning, it is suspected that several things cause students to be weak in speaking English. These things include students' limited vocabulary, which makes it difficult for students to express their ideas. Another obstacle is how to pronounce them imperfectly, which produces meanings that do not follow what is intended. Finally, sentence structure that does not follow linguistics creates a confusing meaning. In addition, lack of self-confidence and lack of courage to speak in the learning process, and feeling afraid of making mistakes in speaking make students choose to be passive students. While communicating in English requires several things must have, such as the number of vocabulary that have been learned, knowing the form of sentence arrangement and being able to use it, and mastering how to pronounce it. This thing will make students can communicate fluently and accurately.

Fostering a supportive and inclusive learning environment that encourages students to express themselves freely can play a pivotal role in mitigating the apprehensions associated with English-speaking activities. What usually happens is a trend arises for students who do not like English lessons because they feel less confident and learning English is a challenging subject (Fitria, 2022; Fitria et al., 2022). In general, many students are unable or do not have skills in conducting English conversation due to several factors, these factors are internal factors and external factors (Octafia et al., 2021). Maharani et al. (2023) explain that students have difficulty developing English-speaking skills. The difficulties that students experience include not having an idea to start speaking English when given a topic by the English teacher, not having ideas to continue the conversation when students have started speaking activities in front of the class and there is a discrepancy in the content conveyed when speaking English.

Recognizing the intricacies of developing English conversational skills, it is crucial to consider the multifaceted challenges faced by students in mastering this aspect of language learning. English conversational ability is considered one of the skills that are difficult for students to practice (Wisudaningsih, 2020). Conversational English is often rated as one of the abilities that students find the most challenging to acquire. Many

students continue to struggle with their ability to communicate in English even after years of studying the language. When it comes to communicating in English, many students have trouble doing so for many reasons. even though they have studied English for a long time. Students frequently experience and complain about a variety of challenges, one of which is that they believe they are unable to communicate in English because they do not have a sufficient command of the English vocabulary, which makes it difficult for them to convey their thoughts or ideas while talking in English.

In addition to this, they are nervous and lack self-assurance regarding their ability to correctly pronounce the English language. Because of this, we require some solutions that are both effective and efficient to stimulate kids to study and communicate in English. While, Juliana, (2020) states that Students are unable to communicate in English because they do not have a strong grasp of the vocabulary needed for the language. Students feel intimidated and lack self-assurance in their ability to communicate effectively using the English language. There is a shortage of interesting media and learning approaches that can help students get more involved in English communication. Employing tactics that are shown to be successful is required to motivate pupils to communicate in English. One strategy for getting students to engage with the English language is to make available to them various new forms of media and active learning methods.

The statements above show that English language proficiency is a difficult skill for students. When attempting to communicate in English, many students experience a variety of obstacles (Wisudaningsih, 2020). Even though they've studied English for years. Students frequently encounter and lament the fact that they are unable to communicate in English due to a lack of English vocabulary mastery, which makes it difficult to impart ideas or concepts when communicating in English. In addition, they are fearful and lack self-assurance in their ability to articulate English vocabulary. Therefore, we require effective and efficient means of encouraging students to learn and communicate in English.

Film is one of the interesting media for teaching English to students. Through the media, the film can increase the active role of students to be involved in conversations in English by acting as if we are an actor or dubbers in a film. Films can be used as an effective medium to practice English conversation skills students by way of students acting as voice actors in the film or dubbed. In this way, students will be motivated to choose the right vocabulary used when acting as a voice actor in a film. In addition, students are also trained to communicate in English according to the context. Thus, a film can not only be used as an exciting teaching medium to enhance the roles of students in the process of learning English but can also be used as a medium to practice learning English, especially English conversation.

In the film, students can practice English conversation skills by being a dubber and at the same time, can understand the translation of subtitles so that it adds vocabulary that can be used in everyday conversation. Using interesting teaching media such as films and effective learning methods as well as innovative, can increase student motivation towards language learning English, especially English conversation learning material. In addition, the learning method also plays an important role for students to understand the information contained given. Effective and efficient learning methods can help students engage in learning English and at the same time motivate them to communicate with the language English.

The film is one of the interesting English teaching media for students. The media of film can increase the active role of students to be involved in English conversations by acting as if they were actors or dubbers in a film. Films can also be used as an effective

medium to train students' English conversation skills by acting as voice actors in the film or dubbing. In this way, students will be motivated to choose the right vocabulary to use when acting as voice actors in films. In addition, students are also trained to communicate in English according to the context. Thus, film can not only be used as an interesting teaching medium to enhance students' role in the English learning process but can also be used as a vehicle for practicing English learning, especially English conversation.

In a film, students can practice their English conversation skills by becoming a voice actor and at the same time, being able to understand the translation of film texts to increase vocabulary that can be used in everyday conversations. Using interesting teaching media such as films and effective and innovative learning methods can increase students' motivation towards learning English, especially English conversational learning materials. In addition, the student's methods of learning also have a significant part in determining how well they comprehend the material that is presented. Students might be more engaged in the process of learning English and at the same time, be encouraged to speak in English if they are taught using techniques that are both effective and efficient.

To help students to be able to speak, teachers must be more creative in figuring out authentic materials and appropriate media to help students engage in teaching speaking skills. In films, there are subtitles, which also help students to focus more on the sentences that appear in the film so that students will be able to more easily understand the meaning of the sentence and also how to pronounce it. One effort to involve students in the language learning process is to use interesting teaching media. There are three types of media based on their nature, namely audio, visual, and audiovisual media. Of these three types of media, audiovisual media is the most solutive media for involving students in learning English because it combines both media elements, namely audio and visual.

Recognizing the need for innovative and engaging methods to motivate students in learning and communicating in English, exploring alternative solutions becomes paramount. One alternative solution to motivate students to learn and communicate in English is through film media using dubbing and subtitling methods (Dewi et al., 2023). Two methods of film translation can be applied in the process of learning English, especially English conversation, namely the dubbing and subtitling methods. A dubbing method through film media is a learning method that can be applied to train students to communicate in English. With the problems in learning speaking skills above and the effectiveness of film media, the researcher uses voiceover techniques to solve them. Dubbing is the replacement of the voices of the characters in a film. Dubbing make it easy for students to dialogue without the difficulty of making dialogue like in a play.

Leveraging the visual and auditory stimuli provided by film media not only enhances language comprehension but also cultivates a holistic learning experience by exposing students to authentic accents, expressions, and cultural contexts embedded in real-life communication scenarios. In the field of film, dubbing is the process of recording or replacing the voice of a character (Sampouw et al., 2022). While Mardi (2020) defines dubbing as filling in the voices of roles in films or changing the original voices of film actors from foreign languages to Indonesian or vice versa. The term is most often used to refer to recorded voices that do not belong to the original performers and are spoken in a different language from those of the original performers. In other words, dubbing is a sound replacement. The sound replacement is carried out using language that is easier for the audience to understand. This is to make the sound as close as possible to the original sound source. Dubbing video is the process of replacing the video's audio when the original soundtrack is muted. Active viewing, freeze framing, and prediction are some of the steps involved in the process of establishing video dubbing. Other steps include quiet

viewing, activity with sound on but vision off, repetition and role play, reproduction activity, video dubbing activity, and follow-up activity (Wati & Rozimela, 2019). By incorporating a range of activities such as repetition, role play, and video dubbing, educators can create a dynamic and interactive language learning environment that not only enhances linguistic proficiency but also fosters creativity and confidence in students' expression and communication skills.

The purpose of dubbing is to modify the dialogue of the characters so that it is more culturally acceptable in the local community. However, this technique is frequently opposed by youthful audiences because dubbing a film character's voice can harm the character's background and personality. Media dubbing or dubbing of animated videos is a form of learning aid made by a voice-over of an Indonesian animation video in a foreign language consisting of a series of moving images as if alive (Putri, 2022). Dubbing or dubbing Animated video is a diversion of the original sound from an animated video transferred to another language.

Related to learning foreign languages, dubbing and subtitling methods are currently the two most effective methods used to improve the ability to communicate in English. In other words, this dubbing and subtitling method is an effective and efficient method for improving English speaking skills and can be applied especially to English conversation in daily activities. With the problems in learning speaking skills above and the effectiveness of film media, the researcher uses voiceover techniques to review it. Dubbing is the replacement of the voices of the characters in a film. Dubbing techniques make it easy for students to dialogue without the difficulty of making dialogue like in a play. According to Burston (2005), the advantages of the dubbing or voiceover technique in teaching speaking skills are that it is practiced repeatedly, the pronunciation follows that of native speakers because students imitate directly according to the dialogue in the film, and students use the correct vocabulary and sentence structure in their conversations. In addition, students would be proud to have contributed to the voiceovers of their favorite films.

There are several previous studies related to the use of the dubbing method. First, Pamungkas (2019) explains that the application of video dubbing can improve students' ability to pronounce English. The average score in the pretest increased from the previous 57 to 63 in test cycle 1 and 75 in test cycle 2. The increase consisted of all aspects of pronunciation, namely vowels, diphthongs, and consonants. In addition, the improvement of all aspects of pronunciation reached the minimum requirement standard, namely an average of above 70. Rahma (2022) states that the benefits of using video dubbing include the following: 1) Video dubbing can help students reduce some mispronunciations; 2) It helps students learn a variety of sentence structures and increase their awareness of intonation; 3) Students can improve their fluency by completing the activity; 4) Students connected the written book's pronunciation to the actual action; and 5) They become more motivated to pay attention during the learning process.

All of the things which explained above suggests that students taught with Video Dubbing have better pronunciation skills than those taught without it. While, Rokani, (2018) explains that there was a significant difference between the means of the two groups on the pretest and posttest, the analysis of the data confirmed the hypothesis that dubbing-based strategies have a significant impact on the development of pronunciation that is similar to that of native speakers. It is also similar to the findings of Karimzadeh & Ghahroudi (2017) that dubbing-based strategies have a significant impact on the development of pronunciations that are similar to those of native speakers. It also indicates that rendering movie strategies have a greater impact on the speaking ability of

students. There is also a significant difference between the outcomes of the control class and those of the treatment class.

Besides pronunciation, dubbing animation videos is an effective method to provide students with speaking practice. First, Hakim (2012) explains that the oral test scores of each cycle's students demonstrated the positive impact of implementing animation video translation. The average score on the oral examination was 73.4 in the first cycle, 76.6 in the second cycle, and 80.05 in the third. Students reacted positively to the use of animation video translation to teach speaking. Second, Nuryandi (2016) explains the calculated t-count value is 10.44, according to statistical calculations. The t-table value for database 33 is 2.04 at a significance level of 5%. Thus, the t-count is greater than the t-table. This indicates that students speaking abilities improved after the rendering technique was implemented. Third, Muhtar (2019) explains that the use of dubbing techniques in brief animated films for speaking ability can help students improve their communication skills. Precision, fluency, and readability of the data were used to determine them. Pretest scores were 40 and posttest scores were 83; pretest fluency scores were 48 and posttest fluency scores were 84; pretest comprehensibility scores were 34 and posttest comprehensibility scores were 91. The pretest mean score of 45.6 and the posttest mean score of 89.8 indicate the success of this investigation. Fourth, Haerunnisa et al. (2021) state that the use of video dubbing can encourage students to become more self-assured and motivated to improve their speaking skills, especially in terms of accuracy and fluency. The average pretest score was 56.15, whereas the average posttest score was 87.45, indicating that the results of the posttest were preferable to those of the pretest after the dubbing video technique and animation movie footage were implemented. Fifth, Azis, et al. (2022) state that the video dubbing method effectively teaches students to speak fluently. The students can communicate with confidence and possess diverse vocabularies, which cannot be discovered in previous studies. Therefore, it is evident that the alternative hypothesis (Ha) is adopted regarding the impact of video rendering on the Arabic and English speaking skills of students. Sixth, Arbain, et al. (2023) explain the students' test scores indicate that the dubbing method is effective for enhancing students' speaking skills. The calculation of the paired sample t-test reveals a statistically significant effect, as indicated by the sig value. 0.01 0.05, so Ho is rejected; this demonstrates the effectiveness of the dubbing method on the speaking ability of students.

Based on several previous studies above it shows the use of the dubbing method in improving students' pronunciation and speaking abilities through scores. However, there has been no previous research discussing the use of the dubbing method in increasing students' motivation to speak English. If we think about it, motivation certainly influences students' abilities. If we can foster student motivation, of course, other student skill abilities will also increase as is the case with pronunciation or speaking skills. So, the researcher is interested to review the use of the dubbing method. This research is only limited to reviewing several previous studies related to the use of the dubbing method in terms of increasing students' motivation to learn to speak English. Of course, further research still needs to be conducted to test whether the dubbing method using film medium can increase students' motivation in speaking English or the dubbing method can increase students' scores in speaking English. Therefore, the objective of this research is to describe the use of the dubbing method through film medium to motivate students in English.

METHOD

In this study, researchers employed a form of library research involving a series of activities about the method of collecting library data, perusing and taking notes, and processing research materials. The data object sought by researchers in this study is literature that follows the issues raised. Library research is the study of available library data to provide answers or solutions to a problem under investigation. Library research is research that utilizes a variety of library materials, such as books, scientific journals, periodicals, newspapers, and other documents, as its source material.

In this study, the researcher compiles national and international journal articles on dubbing and subtitling methods/techniques for instructing speaking. Following the problems posed, a researcher reads a variety of citations in quest of pertinent data. Consequently, the data sources utilized in this study can yield the desired outcomes.

FINDINGS AND DISCUSSION

In the learning process, there are two crucial components: instructional methods and media. These two aspects are related closely. The choice of a particular teaching method will influence the appropriate type of teaching media, although numerous other factors must be taken into account when selecting media, such as objectives, types of tasks, and responses that students are expected to master after instruction, as well as the learning context and student characteristics. Nevertheless, one of the functions of teaching media is to serve as a teaching instrument that influences the climate, conditions, and learning environment created and arranged by employers. Learning media can generate new desires and interests, stimulate learning activities, and even have psychological effects on students. At the teaching orientation stage, the use of learning media will significantly enhance the efficacy of driving messages and lesson content. In addition to arousing student motivation and interest, instructional media can assist students in improving comprehension, engagingly presenting data, retaining information, and condensing information.

There are several previous studies related to the use of dubbing in improving students' motivation and enthusiasm for speaking English. Nuryandi (2016) explains that based on the results of the survey, the majority of students find the dubbing method of learning language to be engaging, motivating, and effective for improving their language abilities. Almost all students viewed the implementation of the video translation initiative in teaching speaking positively. The results of the interview mirrored those of the questionnaires. It was observed that students' speaking skills improved after the implementation of video translation. Participation in learning activities also encouraged them to become more physically active. They believed that video dubbing was entertaining, challenging, and available at any time. Iin (2017) states that teaching speaking through dubbing can increase students' motivation and self-confidence, give students more opportunities to speak during the allotted time, observe students' classroom activities more closely, and make teaching speaking more interesting and enjoyable. Furthermore, integrating dubbing into speaking instruction not only serves as a motivational catalyst for students but also enhances their self-confidence. This approach offers a dynamic platform that maximizes opportunities for active student participation within designated

timeframes, allowing educators to closely observe classroom interactions and fostering an environment where teaching speaking becomes both captivating and enjoyable for all participants.

The positive improvement in students' English-speaking abilities as a result of implementing the dubbing method underscores the efficacy of this innovative pedagogical approach, emphasizing its potential as a valuable tool in enhancing language proficiency. Christina et al. (2021) state that the implementation of the dubbing method improved the English-speaking abilities of students positively. The application of this method is highly motivating and enhances students' English skills, as demonstrated by the increase in students' English proficiency. Marwah (2022) explains that utilizing dubbing techniques is an effective method for boosting student enthusiasm. Students' engagement during the teaching-learning process is a prerequisite for this outcome. The duplicating technique can benefit from all of the students' responses. It was supported by the fact that 44% of students evaluated their performance as very good, 39% rated it as exceptional, 14% rated it as adequate, and 3% rated it as poor.

The utilization of video translation emerges as a potent strategy to augment students' motivation and concentration during teaching and learning, highlighting its potential to captivate and engage learners in a dynamic educational setting. Anantin (2022) states that using video translation can increase the motivation and focus of students during teaching and learning. Additionally, the use of video translation encourages students to express their emotions by creating a more comfortable and enjoyable classroom environment. Boosting children's confidence is effective, and classroom activities encourage students to speak English. Participating in group discussions and, in some instances, providing immediate feedback can make students more engaged. It is supported by Liekas (2022) that the students enjoy speaking. According to the students' opinion, video dubbing increases their time efficiency in learning. Video dubbing is an intriguing method for learning to communicate. Besides, by using the video translation technique, the students reported that this method made learning more enjoyable and efficient. Maharani et al. (2023) state that as an alternative to teaching English to students, dubbing techniques can be used. Secondary schools, including both junior and senior high schools, can implement these activities as a fun and engaging alternative to traditional English language teaching.

Based on the previous studies above, it shows that motivation or enthusiasm is one of the important factors that influence the teaching and learning processes (Aristiawan, 2021). The effect of motivation on learning can be seen in the involvement and response of students to the material being taught. The higher the student's involvement and response to learning, the better the learning achievement they will achieve. This also applies to learning English, especially English conversation. For example, students are not given interesting teaching media as well as methods are not applied to appropriate and supportive learning so they are not interested in getting involved study English, including English conversation materials. However, ability in English conversation is one of the main goals of learning English in dealing with the development of science in the current era of globalization. Therefore it required some effective and efficient solutions to motivate

students to learn and communicate in English. To encourage students to learn and communicate in English, it is necessary to provide engaging teaching materials and effective learning techniques. The use of film as a teaching medium is one of the most engaging methods. The film is an animated and pictorial form of media that can capture the attention of English-language learners.

Communication skills in English are considered one of the main skills that are difficult for students to learn, causing them to feel insecure about communicating in a foreign language (Yulianto & Agus, 2022). One of the media used is film media using dubbing and subtitling learning methods. Dubbing is a method of imitating sound to practice pronunciation, while subtitling is a method of transcribing conversations in films. Through the dubbing and subtitling learning methods, the students became interested so they were challenged to practice communication in English as presented in film media.

Film as a media, and dubbing/subtitling method as a teaching method. The film is one of the audiovisual media that depicts images and sounds that give it its charm. This film media can be used as learning media in learning Arabic. The sound from the film or the contents of the talk is material for students to understand and for enriching vocabulary, while the expressions and style of speech are to be imitated repeatedly by students. By using this media the learning process can be more effective. In the film, an interesting story is also presented and presented with an imaginative nuance. In other words, film media can assist students who are interested in learning English and want to participate in the process. Additionally, effective learning strategies can aid students in comprehending the provided information.

The method of dubbing and subtitling is one technique that can be used to motivate students to communicate with the English language. Dubbing is one technique for emulating the accents of actors in a film. This may encourage pupils to communicate in English. Subtitling is a method that displays the movie dialogue on the bottom screen as a transcription. This can aid students in their comprehension of English dialogue vocabulary. In other words, teaching media and learning methods are two important things that cannot be separated and mutually supported as a means for students to understand the information provided. Media and effective and efficient methods can help students engage in learning English and at the same time, motivate them to communicate in English.

In the implementation of a dubbing/subtitling method, students may face several difficulties. The result (Mandasari, 2014) is that video dubbing has several problems relating to student performance and technical practice. The deficiencies are as follows: a) although the students have practiced extensively, some of them still mispronounce some terms infrequently; b) some students are still awkward with video dubbing and thus require assistance and guidance. Pujiyanti (2017) indicates that students tend to have recording difficulties, difficulty pronouncing words accurately, and inconsistency between the voice and the writing. While Pamungkas (2019) state that some difficulties experienced in implementing video include (1) students being nervous during the recording session in video dubbing; (2) noisy students during a practice matching the tempo of the sound with the video for practice; and (3) students need repetition during the

recording session in video dubbing. Several challenges encountered in the implementation of video include students' nervousness during recording sessions in video dubbing, the potential for noise disruptions when practicing to match the tempo of sound with video, and the need for repetitive sessions to facilitate effective video dubbing. Addressing these challenges requires thoughtful instructional strategies and creating a supportive environment to enhance the learning experience.

To make the teaching and learning process more comprehensible and pleasurable, English teachers should be more creative and innovative in their use of learning media through dubbing. As an alternative strategy for enhancing students' speaking skills, the teacher could use dubbing videos (Widya, 2022). It can be useful for enhancing their English teaching and learning, particularly in terms of imparting speaking skills. Media plays an essential role in the teaching-learning process. It is a device used to transport materials.

The purpose of media is to assist the teacher in teaching and learning activities. Media facilitate the teacher's ability to teach students. It can make the teaching and learning process more engaging. The teacher may prepare multiple media, including a laptop, a projector, and a loudspeaker (Wati & Rozimela, 2019). The video is the next component of the teacher's preparations. It must be pertinent to the subject matter. The instructor can locate the video on the internet, specifically on YouTube. It should be kept in mind that the duration of the video should not be excessively lengthy, as this will interfere with students' concentration. The maximum length of the video should not exceed five minutes. Additionally, the video should not contain any negative material. It will reduce the detrimental effect on students. The video's vernacular should correspond with the student's proficiency. The purpose is to facilitate comprehension of the video. The teacher is responsible for preparing the video's narrative, which will be used to evaluate the students' dubbing.

The solution to encouraging students to learn and communicate in English is to provide them with engaging teaching materials and efficient learning techniques (Aristiawan, 2021). Film as a means of teaching is one of the most engaging techniques. To stimulate students' interest in learning English, an engaging narrative is portrayed in the film as illustrated animation accompanied by a voiceover. Additionally, effective learning methods can aid students in comprehending the material being taught. Using dubbing and subtitling techniques to motivate students to communicate in English is one method for teaching the language. The use of strategies, techniques, and learning media that are effective and innovative can increase students' motivation toward teaching.

The dialogue of a film is transcribed and displayed at the bottom of the screen via subtitling. In this activity, two subtitling techniques are utilized. First, Indonesian language transcription (Indonesian subtitling version) subtitling. This subtitling method is used to help students understand the film because it is presented in the form of an Indonesian language transcription, enabling students to know the meaning of the vocabulary in the film dialogues and facilitating comprehension of the English conversational vocabulary in the film dialogues. Second, English transcription subtitling (English subtitling version).

This English subtitling method is used to train and practice students' use of appropriate English vocabulary in film dialogue conversations. In other words, this method of subtitling enables students to easily comprehend the meaning and application of English vocabulary, as well as the transcription of the English dialogue displayed at the bottom of the film screen, which will later be trained and practiced in real-world or daily activities.

Dubbing is a technique used to imitate the accent of an actor in a film. Students use this dubbing method to practice English conversation by imitating the voices of actors in films to increase their knowledge of English vocabulary pronunciation (pronunciation) and improve their ability to correctly pronounce English vocabulary. In other words, the dubbing method can engage students and improve their ability to correctly enunciate and communicate in English because they appear to be engaged in imitating and acting out movie dialogue conversations or sequences acted out by actors in the film. Different from subtitles using text media, this dubbing uses a sound media dubber or stunt actor to translate the dialogue in the film (Fahmawati, 2011). In contrast to subtitles that rely on text media, dubbing involves the use of sound media, employing a dubber or stunt actor to effectively translate and convey the dialogue within the film. This dynamic approach enhances the audio-visual experience, providing an immersive and linguistically rich environment for language learners.

Dubbing films is not something foreign to Indonesian society. This sound-changing technique can also be used as a deep technique of language learning like speaking. The steps are performed in dubbing technique, first must understand the storyline of the film. Then, start changing the language in the film to the local language spoken by the cast substitute voice or dubber. Efforts to improve speaking skills by using film media can be used as an interesting medium for students.

The film media used serves to train students to speak in a way students become voice actors in the film or dubbing. Like that, students will be motivated to choose the right vocabulary for use in dubbing. In addition, students also practice how to speak in context. The advantage of dubbing techniques in learning English, students will be stimulated to determine the appropriate vocabulary perfect for voice-over in movies. Assisted by film media stimulates students to be active in practicing being a dubber in films. Film- the films used are films that are of interest to students, for example, films cartoons or animated films. The film should be filmed with a duration that is not too long so students are not bothered to process the film.

To enhance speaking learning, implementing suitable methods and effective learning techniques is crucial to optimize the effectiveness of teaching. Employing pedagogical approaches tailored to the unique needs of learners can create a more engaging and fruitful environment for developing speaking skills. According to Nuryandi (2016), to facilitate speaking learning, methods and appropriate learning techniques so that teaching can be more effective. The method of dubbing film material that was utilized for this research was the dubbing approach that involved the active participation of students in determining the flow of the discussion between the characters in the video clip. The videos that are shown in the film are also educational, which makes them appropriate for usage in educational

settings and activities. Another advantage of the dubbing technique is that it is easy to operate and demonstrate to students simultaneously because they use OHP or overhead media projector. Then, because this dubbing technique involves the role of more than one person, students can do cooperative learning to determine content. The advantages of cooperative learning methods through dubbing techniques include teaching students to seek information from other students, encouraging students to express their ideas verbally and compare them with their friends, and helping their friends weaker in their studies.

For teaching and learning English, especially in practicing English conversation, the dubbing and subtitling methods can be combined by utilizing film media. Film as a visual aid can make English conversation teaching and learning more interesting, imaginative, and not boring. Apart from that, the film can also be used as an effective forum for students to express their creativity to determine the right vocabulary to use when they play or act as a dubber. Fahmawati (2011) states that the requirements for filling in the voice or becoming a dubber are: 1) Synchronize lip movements with the exact spoken word, translation from the original language with for example Indonesian pronunciation must have endeavored especially at the end of the sentence, it must be the same as the movement of the lips (open lips) or closed); 2) Try to keep the length of words/sentences the same, dubbing movies as well as videos for broadcasting on television, apart from the translation of the words must be correct, also try to make the length of each word and the end of the utterance the same length; 3) Pay attention to the age, gender, and alignment of voices in the voiceover. Apart from the age and gender factors of the characters, there is also the alignment of the dubber's voice with the body language and expressions of the characters that appear on the screen; and 4) Film/video material that will be dubbed, the soundtrack must be separate between dialogue, atmosphere, illustrations, and sound effects. The advantage of the dubbing technique is that it doesn't bother the audience to read and fully concentrate on the movement in the film. However, the drawback besides being more expensive is that dubbing can often not be exactly like dubbed lip movements.

In terms of practicing English conversation skills, the film dubbing and subtitling method is not something new for students. Students are already familiar with this method when they watch their favorite movies or try to portray film actors they admire. However, this has not been realized as a method that can be used to practice English conversation skills. In other words, dubbing and subtitling are two effective and efficient methods of language learning, especially for practicing English conversation skills. Some tips or strategies as a guide to practice students' English conversation skills are.

1) First Strategy: Choose favorite films and actors that are most admired.
    The first strategy that must be carried out is to choose films that are interesting and most liked by students. Many film titles have been produced to date. However, choose the title of the film that students are most interested in and easy for them to get such as movies from YouTube, so they can easily obtain the material by downloading it from the internet. The selection of the most preferred films can motivate students to be involved in learning English because they understand the films they like. For example, cartoon films or animated films. Some of these films can be used as

alternative solutions to make it easier for students to understand English because it use vocabulary that is easy to understand. Also, choose a film that is played by a student idol shop. It also helps students engage in the learning process. Selection of the most admired actor can attract students' interest in playing the actors involved in the film. In other words, the selection of the most liked films can motivate students to be involved in language learning because they understand the films they like, and the selection of the most admired actors can also attract students' interest in playing the actors involved in the film. When students like movies and the actors in the film, they will automatically easily understand the story of the film or play the actors in the film.

2) Second Strategy: providing Short Film Materials.

The second strategy is related to selecting films with short durations. A solution to make it easier for students to master English vocabulary is to use films that are not too long so that students are not confused about determining the right vocabulary when playing the role of a voice actor and also not easily bored when acting out movie dialogue scenes. Then, write material about the phrases or vocabulary in the film before showing the film, this can make it easier for students to understand the material being taught as well as knowing the vocabulary in the film. In other words, this strategy can make it easier for students to master English vocabulary correctly when they play themselves as voice actors while being able to understand film material and also not get bored easily when acting out film dialogue scenes.

3) Third strategy: Practice English conversation skills with films.

English conversation skills can be trained using two methods, namely the method of dubbing and subtitling of film dialogs.

By impersonating the voices of actors and performing movie dialogue scenes, the dubbing method can be used to practice English conversation skills. This dubbing method is beneficial for increasing students' knowledge of the correct pronunciation of English vocabulary (pronunciation) and enhancing their ability to correctly pronounce English vocabulary. In other words, the dubbing method can engage students and improve their ability to correctly enunciate and communicate in English because they appear to be engaged in imitating and acting out the conversation sequences portrayed by actors in the film. In addition, students' English conversational skills can be improved through the subtitling method. There are two approaches to applying the subtitling method to enhance English conversation skills.

First, Indonesian language transliteration (Indonesian subtitling version) subtitling. This subtitling method is used to help students understand the film because it is presented in the form of Indonesian language transcription, which helps students understand the meaning of the film dialogue's vocabulary and makes conversational vocabulary easier to comprehend. The language used in film dialogue.

Second, English transcription subtitling (English subtitling version). This method of English subtitling is used to assist pupils in using the correct English vocabulary when practicing and rehearsing English dialogue in films. In other words, through this method of

subtitling, students can easily learn and comprehend the meaning and application of English vocabulary, as well as the English conversation transcription of the film dialogue that is displayed at the bottom of the film screen, which will then be trained and practiced in the real world or daily activities. On the other hand, the use of engaging instructional media and effective and efficient learning methods can increase students' motivation, interest, role, response, and participation in English conversation. And both methods, dubbing, and subtitling, can be used to enhance students' vocabulary and train their English conversational skills.

This activity is relevant to the educational requirements of students. Students will engage in English conversation activities if they are exposed to engaging English conversation teaching materials and techniques. The students have a novel experience learning English conversation through the use of film media. Moreover, by implementing the instructed dubbing and subtitling techniques, they can also engage in English conversational activities in ordinary life.

CONCLUSION AND SUGGESTIONS

Two methods can be used to practice English conversation skills with films: dubbing and subtitling. Dubbing involves imitating the voices of actors and acting out movie dialogue scenes. Subtitling can be applied in two ways: Indonesian language transcription (Indonesian subtitling version) and English transcription (English subtitling version). Indonesian subtitling helps students understand the meaning of the vocabulary in the film dialogue, while English transcription helps students use appropriate English vocabulary in practicing English dialogue in films. Interesting teaching media and effective learning methods can increase students' motivation, interest, role, response, and involvement in English conversation. Both methods can be applied to improve vocabulary mastery and train students' English conversation skills.

Dubbing involves imitating the voices of actors and acting out dialogue scenes, increasing students' knowledge about pronunciation and pronunciation accuracy. Subtitling involves subtitling with Indonesian language transcription (Indonesian subtitling version) and English transcription (English subtitling version), helping students understand the meaning of the vocabulary in the film dialogue and the conversational vocabulary in the film dialogue. Both dubbing and subtitling methods can be applied to improve vocabulary mastery and train students' English conversation skills. To practice English conversation skills, students can choose their favorite films and actors, provide short film materials, practice English conversation skills with films, and use interesting teaching media and effective learning methods. By combining these methods, students can enhance their vocabulary mastery and improve their overall language learning experience. To improve English conversation skills, students can use film dubbing and subtitling methods. By choosing their favorite films and actors, students can be motivated to engage in language learning and understand the story of the film.

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