

Students Perception on the Integration of Task-Based Learning and Dubbing Short Video in Learning Speaking Skill

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ABSTRACT

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This research aims to analyse the students' perception towards the integration of task-based learning and dubbing short video in learning speaking skills and the difficulties of the integration of task-based learning and dubbing short video in learning speaking skills. This research applies a qualitative approach using observation and questionnaires as instruments to answer the research questions. The subject of this research were the second-year students in SMA Pasundan 1 Cianjur. The findings of this research show that the integration of task-based learning and dubbing video helped the students improve their speaking skills, especially in pronunciation and fluency. This research also reveals that students (30) enjoyed learning with task-based and dubbing. they also became confident when speaking English. Besides that, students' editing skills also got better and students became aware of using applications for editing. On the hand, this research found some difficulties faced by the students consisting of the difficulty in pronouncing English words, difficulty in writing the text that will be dubbed, low signal, limited memory, noisy sounds and the difficulty in editing video dubbing and the groups had difficulty creating the text that would be dubbed and the data from the questionnaire also mention the same things.

I. Introduction

Speaking is an important skill, because speaking is one of the four language skills that involve oral communication in expressing or delivering information, thoughts, and feelings. People who do not speak or communicate orally will be unable to interact with others. Rifa'at (2018) states that of all four simplex skills (listening, reading, speaking, and writing), speaking appears to be the most important because people who know languages are referred to as 'speakers' of that language, as if speaking includes all other types of people who know the language.

Speaking skill is also the most important skill to acquire foreign language. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language. Brown (2004) said speaking is the skill that the students will be judged upon most in real life situations. Moreover, these speaking skills are also useful for learners when they have to settle down well in their professions. In the modern world, it has become quite common to prove the candidates' talents at the time of their job interviews and many of the selections are based on the performance of the interview. The job aspirants have to participate and prove themselves in debates and group discussions where the performance or oral communication skills of the candidates are primarily measured. Besides, the professionals have to give oral presentations as they have to promote the products or their companies or give training to the other colleagues. Furthermore, an

effective speaker can inspire the audience a lot and gain the complete attention of the audience and maintain the same tempo until the end of his/her speech. So the audience involves completely in the speaker's speech and they sometimes forget the real world and put their complete concentration on the speech. So, speaking skills play a vital role as everything depends on the way how people communicate their messages with others.

Although speaking is essential, the students are still difficult to learn speaking. Dewi (2004) said that the following factors can contribute to the failure of student speaking skills including English is not used as a foreign language outside of the classroom or in the community, lack of exposure to English in the community and environment, learning English on campus places less emphasis on speaking skills and more emphasis on structure and vocabulary enrichment, shame and fear of making mistakes when speaking exercises, English is not a primary requirement unless there is an opportunity to continue education or visit an English-speaking country.

Due to urgency of mastering speaking skill, the teachers need to find one of the alternatives learning, one of the alternatives learning used by researcher is Task-based learning. Harmer (2007) said Task-based Learning is learning process that focuses on the completion of specified tasks. Task-Based Learning is assumed as good method to see the improvement of students' speaking since the activities includes communicative activities. The students will engaged to speak through accomplishing task that related to students' real life. In support, there are also several studies that had been conducted by previous researchers that related to influence of Task-Based learning towards speaking. Mostly, Task-Based learning gave significant effect towards speaking improvement. Task-Based Learning give chances for students to practice speaking with partners, thus they have more confidence and less anxiety to speak. Additionally, Task-Based learning could increased students' communicative competence and speaking fluency since their grammar was not corrected explicitly and they would be more active to speak when they were provided the authentic or real world tasks (Albino, 2017).

In applying Task-based learning, the teacher may utilize the technology in order to facilitate students' speaking activities. One of the technology is dubbing. Dubbing is one of the technique for increasing people's understanding about the content (Wakefield, 2014). Because of its simple technique, it can be used freely at this time. Students participate in a variety of dubbing activities in order to achieve the goal of improving their speaking skills.

Therefore, the research aimed to find out the students perceive to the integration of task-based learning using dubbing short video technique in teaching students' speaking skill and to find out the difficulties of the integration of task-based learning using dubbing short video technique in teaching students' speaking skill.

There are several studies related to the implementation of task-based learning in dubbing video. The first by Nita and Rozimela (2020), the result of their research indicate that TBL provides opportunity for students to practice speaking through the task accomplishment. Through task-based activities, the students can practice their English in classroom, therefore it can improve their speaking skill It emphasizes a meaning making process rather than grammatical focused learning. This means the students are free to speak without much grammatical correction therefore it can enhance their fluency in speaking. Also, the use of real world task in TBL can activate students' motivation to speak using target language. The motivated students have high effort to improve their speaking skill, automatically it also develop their speaking. Thus, learning based on task is effective to enhance speaking.

The second by Afifah and Devana (2020), the result concludes that after the use of task-based learning in teaching speaking the students get better score and also better in speaking especially when perform English, they used various kinds of vocabulary and enjoy in learning speaking, and most of the students give positive response on the use of task-based learning. The students strongly agree that task-based learning help them enjoy in learning English and they also mostly students agree that task-based activities is a good way to improve English vocabulary.

The third study by Liekas (2022). The result of this study that the students feel fun in learning speaking by using video dubbing. They can learn while acquiring knowledge. The students seemed to have positive attitudes towards the use video dubbing in English language education. They agreed that using video dubbing make learning more fun, no time-consuming, interesting. Most of them prefer using this method because it is make learning with the different ways.

The present research would like to reveal how is the students' perception towards the integration of task-based learning and dubbing short video in learning speaking skills and what are the difficulties of the integration of task-based learning and dubbing short video in learning speaking skills the researcher conclude that the integration of task-based learning and dubbing video can be applied in the teaching learning process.

Method

This study focusses on qualitative research. According to Creswell (2018) Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. Qualitative research defined as a multi method in focus, involving an interpretative, naturalistic approach to its subject matter. This means that qualitative researchers study thing in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. Qualitative research also is a way of learning about social reality. Qualitative approaches to research can be used across the disciplines to study a wide array of topics. Qualitative research itself is an umbrella term for a rich array of research practices and products (Leavy, 2014).

In this study, the technique of collecting data that is used are observation and questionnaire. The researcher used observation and questionnaire to figure out the answer of research questions. In observasion The researcher become a teacher in the class and teaching students about material related to the research title. In this study, the researcher uses observation sheet as the instrument to conduct observation. According to Creswell (2018), observation is a technique where the researcher takes field notes of the target behavior and activities in the research site. Meanwhile, Questionnaire is a form used in a survey design that participants in a study complete and return to the researcher (Creswell, 2018). Questionnaires can include closed or open questions/statements. Researcher choses oped questions to take the data. The open questions are short questions which require more elaboration to answer.

This research was conducted in SMA Pasundan 1 Cianjur, West Java. In addition, the participants of this study was the eleventh grade students of SMA Pasundan 1 Cianjur. There are 30 students involved in this research. The students are first time using this technique in learning English. It can be good to know the effect from their experience of using this technique in learning English.

In this study, the researcher use participants observation. The researcher become a teacher in the class and teaching students about material related to the research title. In this study, the researcher uses observation sheet as the instrument to conduct observation.

Results and Discussion

To investigate the students' perception towards the integration of task-based learning and dubbing short video in learning speaking skills, the researcher obtained the data through observation and questionnaire.

Finding from Observation

To obtain the data, the researcher used observation to observe the students' perception of the task-based learning integrated with dubbing in students' speaking skills. The researcher obtained the data from three weeks of meetings. First meeting was conducted on 22 February 2024. The second meeting was conducted on 29 February 2024. And the third meeting was conducted on 7 March 2024. The researcher found that students are active and happy in class when learning English with task-based methods and dubbing. This method of learning is used to determine the extent of students' active role in learning.

The first meeting was conducted on Thursday, 22 February 2024. In the first meeting in the classroom the researcher tested students' speaking skills by asking them questions in English and seeing how interested they were in learning English. It can be seen that there are several students who like learning English and always answer every question the researcher asks. In this meeting the researcher tested the students' abilities by asking lots of questions in English, and there were only 2 students who answered in English who actually showed their English skills were better than the other students, meanwhile the other students were silent and did not answer the researcher's questions, there were some of them who answered but did not use English but used Indonesian. In the end the teacher gave a mini game to make all students say English words. The rules of the game are that students are required to say one English word based on the letters of the alphabet mentioned by the researcher. From this mini game, it can be seen that many students did not dare to say words in English, even when they said the English words, the students' voices tend to be very low and sometimes there were some of their friends who tease each other when students said English words which makes them afraid to say the words in English. At this meeting the researcher also explained the topic and material that would be discussed was about explanation text. Before entering class the researcher had discussed with the English subject teacher about what material would be presented at that meeting. After providing an explanation of the material that will be discussed, the researcher asks the students to dissect together an explanation text which will be their reference for carrying out the dubbing task. In this activity, the students' speaking skills also seemed to improve especially in pronunciation, when they mispronounced the researcher would tell them the correct pronunciation and they followed it very well.

The next activity after dissecting a text, the researcher asked the students about dubbing, whether they knew what dubbing was and how to do dubbing, it turned out that many of them knew what dubbing was and showed that they were interested when discussing dubbing. The researcher told the students that next week they would do a task related to dubbing and the response that researcher got was very good, the students looked very enthusiastic about doing the task using dubbing. In the first meeting the researcher focused the day's activities by simply explaining the material that would be discussed and asking about dubbing to find out how the students responded to this and it turns out that the response given was very satisfying, the students looked very enthusiastic about learning English next week with dubbing.

The second meeting was conducted on Thursday, 29 February 2024. In this meeting the researcher gave the main activity that was dubbing task. First, students are asked to watch a video entitled How does a tsunami happen? which has been dubbed by someone else before, and the student's task was to pay attention and conclude the contents of the video. After being shown a video about explanation text that has been dubbed, the researcher and students reread the text in the video to determine their speaking skills. It turns out that the speaking skills of the students there were standard, but there were some students who seemed to have quite good speaking skills. Then the researcher explained again the task that the students will do about dubbing. In this section when the researcher did the observation then the students were asked to do a task about dubbing. There were

some students who asked about using the application, whether they were free to use any application, it was seen that the student often used the editing application. After explaining about the task students were divided into several groups and each group was given an explanation text, then students were asked to dub the text and paste their voices in the video that had been provided previously. The text is divided according to their respective portions and each student must read at least one sentence. Before dubbing, students must practise continuously reading the existing text so that their speaking skills become better. When they do not know how to pronounce a word, they have to find out how to pronounce the word correctly, either from google or by asking researcher. In the second meeting, students were emphasised on practising their speaking skills, and it was seen that the students' speaking skills improved after they continued to practise pronouncing the words from the text until they were fluent when reading it.

At this meeting, students also seemed to enjoy doing the task and started to be active in their respective groups and actively asked the researcher when there was something that made them confused. At first, students tended to be quiet and embarrassed to ask about something, but when they were given the task with dubbing, they became active in class. Students were also seen having fun and laughing together during the process of completing the task given. At this meeting the researcher also received the work in the form of a video that had been dubbed by the students, and the researcher was able to compare the students' speaking skills before and after using task-based learning method with dubbing. After the task-based learning method with dubbing was carried out, the students became confident in speaking English. From the results of observations, it was seen that when they were in groups and practising speaking using texts that would be recorded, the students became confident in speaking English because when they practised the text, students are required to read English texts which will be recorded. Students practise together and over time, because they often said English words, students became confident when speaking English.

All students knew what dubbing was, but most of them did not know how to do dubbing, and what applications can be used for dubbing. By being given this dubbing task, students will know about applications that can be used for dubbing, the applications they use include Kinemaster and Capcut. All students knew the application but some of them did not know the features there and how to do dubbing in the application.

The third meeting was conducted on Thursday, 7 March 2024. At this meeting the results of the students' work were displayed in front of the class. The researcher assesses students' abilities before and after being given the task-based learning method with dubbing. At this meeting, each group presented the text they had dubbed in front of the class. At this meeting the students looked enjoyable and confident when speaking in front of the class using English. It was also seen that students' pronunciation and fluency improved after being given task-based learning integrated with dubbing.

Finding from Questionnaire

The second instrument in this research was questionnaire. The researcher obtained the data from students' answers after learning with the task-based learning integrated with dubbing. The researcher uses a google form to distribute the questionnaire and asks students to fill in the questionnaire. From the results of data collected from the questionnaire, students have very positive opinions about task-based learning integrated with dubbing.

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The results of the questionnaire showed that students' speaking skills are getting better especially in pronunciation and fluency. This can be seen from the students' answers.

Student 1 answered:

“Yes, because when dubbing I have to repeat what I want to say, so my speaking skill, especially my pronunciation has developed better and become fluent when speaking English, not stiff.”

Student 2 also said:

“It's really improved, because when I use dubbing I often repeat the words that will be dubbed, and the way I pronounce words in English is better than before, my speaking skills are also better”

Students 3 and 4 said the same thing that their speaking skills improved by being given tasks with dubbing, they often practised pronouncing English words by re-reading the words to be recorded and they also became accustomed to pronouncing English words.

Apart from Task-based Learning with dubbing. It is also reflected in the result from the questionnaire that students enjoy doing English task with dubbing. It can be seen from the students' answers.

Student 2 mentions:

“I really enjoyed it because we practised together and when recording we were free to record anywhere so it was not boring”.

That was the same as what was said by student 3:

“I really enjoy it because learning is fun and different from usual learning”,

Student 4 also said:

“I really enjoy it and feel comfortable in class, like doing tasks while playing because we are free to express ourselves and doing the task is relaxed and exciting”.

They said they were really happy and enjoyed it because the learning was fun and different from usual learning and it felt like doing tasks while playing because we were free to express ourselves and it was relaxed and also exciting. It is related to the observation carried out by the researcher in class for 3 meetings.

Based on the results of the questionnaire of Task-Based Learning Integrated with Dubbing Increase Students' Confidence, researcher also found that students become more confident when speaking English. That showed from the students' statements.

Student 1 said:

“Yes, because I practise often I become braver and more confident when speaking English”

And student 2 said:

“I became confident because the more often I practised, my pronunciation also got better and I became confident when speaking”

They became confident to speak English after the task-based learning method with dubbing was carried out at the second meeting. The students' courage was also seen at the third meeting where the students presented the results of their group work tasks, they seemed confident using English.

From the questionnaire data of Task-Based Learning Integrated with Dubbing Developed Students' Editing Skills, another finding the researcher found that students got other benefits from doing dubbing tasks. Students 3 said “My editing skills have also developed” and student 4 said

“Now I can edit”. Their editing skills developed, previously they knew what dubbing was but had never done it and with the activities they had carried out regarding dubbing tasks. Their editing improved and they learned how to attach sound to video in the applications they used.

Conclusion

Based on observation and questionnaire results, students' perceptions of this method are very positive. Students felt that their English speaking skills have improved, especially in pronunciation and they also felt that they became more fluent in speaking English because they continue to practise and repeat the words that will be recorded, that is why the students improvement in speaking skills seemed visible, this was shown in the results of observations. Students also enjoyed learning through task-based integrated with dubbing as stated by Manurung and Pohan (2019), it revealed that video dubbing projects helps students to improve their fluency, pronunciation, vocabulary, teamwork. In addition, they felt more relaxed and enjoyable in the teaching learning process that helps them to reduce their anxiety in speaking.

Apart from that, based on the findings in the previous section of the observation, it can be seen that some students have become confident in speaking English. This can be seen from the results of observations which show that when students were asked questions they dare to answer in English, and when they did not know they dare to ask. All of these phenomena were relevant to the questionnaire results which showed that students felt braver in speaking English and their speaking skills are better than before. This statement is in line with Riskiwati (2022) she said with this task-based learning strategy, students have more opportunities to develop the ideas they have in the videos they make.

In addition, students also begin to have the confidence to speak English, so that it improves the speaking ability of students little by little. Not only that, students' editing skills also got better and they became aware of using applications for editing. As expressed by Liekas (2022) the use of multimedia should be able to fulfil the needs of the learners and can make the learners easy to understand the material being studied and also make students aware of the applications that students can use and their editing skills will be better using the video dubbing method.

The perception from the students is in line with one type of perception according to Zaden (1984) about person perception. For the person perception, students have their own perceptions about task-based learning integrated with dubbing and they have different perceptions in thinking about that method in the learning process. Someone's perception refers to the different conclusion that they make about other people or events from their own impression.

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To find out the difficulties experienced by students when integrating task-based learning and dubbing the researcher obtained the data through observation and questionnaire. According to the results of the research, students experienced several difficulties when doing task-based learning and dubbing, including difficulty in pronouncing English words. In line with Akila, et al (2024) in the dubbing process, there were several words that students found difficult to pronounce because, at that time, they had just learned how word stresses, and vowels are in English. That way, they need some time to adapt to pronouncing vocabulary in English.

Another difficulty is that students' cell phones required a large memory space and required a strong signal. It similar to the statements of Akila, et al (2024) who found that some difficulties while working on the project were choosing which video clip to dub and editing the video (i.e., inserting the voice-over into the video, need large memory, and strong signal to download the video). Students needed large memory for editing applications and for storing dubbed videos, whereas many students' cell phone memory was very full and this became an obstacle. Apart from that, a strong signal was also needed to download the applications that students will use.

In addition, students also have difficulty writing the text that will be dubbed, when asked to write the text that will be dubbed, students have difficulty doing it because they rarely write in English, in the end the researcher provided a text that has been prepared previously. When recording the voice students needed a quiet place because their friends like to disturb them when recording their voices and that made students have to record their voices repeatedly as stated by Akila, et al (2024) that students also have difficulty finding a quiet place to dub, they need a quiet place because in the dubbing process even the slightest sound will be heard.

Another difficulty experienced by students is difficulty in editing video dubbing, not all students knew how to edit, there were some students who had difficulty editing videos. This statement is in line with Butar (2021) that found some students are unable to adopt new learning technology tools and not all students are good at using technology. Despite all the difficulties experienced by students, they learned a lot from integrating task-based learning and dubbing.

The perception from the students is in line with one type of perception according to Zaden (1984) about situation perception. This type means that people's perceptions are different based on the situation. The students' attitudes in the past are different from students' attitudes now. It is because of the social factors that influence a person's behaviour and it is also about the difference of knowledge students that flow the information and affect the students' thought. Students' thoughts about task-based learning integrated with dubbing were positive but after using this method the students experienced some difficulties which made students have a different perception about task-based learning integrated with dubbing.

Conclusion

This research reports the result of the students' perception through task-based learning and dubbing and examined the difficulties from task-based learning and dubbing. The conclusions obtained are as follows.

According to the result of this research, students responded very well when integrating task-based learning and dubbing and there are many benefits to be gained from this method. Students' speaking skills improved after doing task-based learning and dubbing, especially in pronunciation and fluency. Students really enjoying learning English using dubbing. Students also became more courageous in speaking English even in front of the class. Students became aware of the applications used for editing. Another finding is that students' editing skills also got better with the tasks given by the researcher. All these results were obtained from observation by researcher during three meetings while teaching in the classroom. Apart from observation, the data were also obtained from answers to the questionnaires given to students and from the answers of interviews by researcher to the students via cellphone.

Based on the data discussed in the previous chapter, it was found that there were some difficulties faced by students when integrating task-based learning and dubbing is that students have difficulty pronouncing English words because they rarely spoke in English. Another difficulty is that students required a large memory space on the cellphone for editing application and for the result of the video, when downloading the application it required a strong signal because if the signal was bad it will failed to download it. Besides that, students have difficulty in writing the text that will be dubbed about explanation text, students also needed a quiet place to record their voices because their friends always bother them and if they recorded in a noisy place their voices can not be heard clearly, and some students' have difficulty in editing video dubbing because not all students were good at editing.

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