

UTILIZING DUBSMASH IN THE CLASSROOM: FROM LIPSYNC TO THE REAL PRONUNCIATION

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Abstract

The main concern of this paper is to explore the teaching of pronunciation by utilizing dubsplash. Students' poor pronunciation becomes the cause of anxiety for the students to speak. Students find it difficult to produce certain sounds that they do not use in their first language. Dubsplash application is the answer to the problems. Video and audio tracks utilized in the classroom accommodate students with the authentic picture and spoken language which become the input to be imitated by the students. Students receive a wide range of vocabulary expressions by exploiting dubsplash in the classroom. Dubsplash application provides students with authentic input of speech production and place of articulation. Students learn how to pronounce the words by paying attention to the sound and the movement of lips, teeth, and tongue produced by the dubsplashers.

Key words: Teaching pronunciation, dubsplash application, speech production, place of articulation

INTRODUCTION

The ultimate goal of learning a language is possessing communicative competence, either in spoken and written communication. Communicative competence is the ability to use the language correctly and appropriately to accomplish communication goals. The desired outcome of the language learning process is the ability to communicate competently, not the ability to use the language exactly as a native speaker does. Students learn to produce spoken language before they learn to produce written language because they need to build relationship with others for the transactional and interpersonal purposes in their daily life.

Learning to speak is not an easy task, especially when the students have to speak foreign language. There are many things they have to take into consideration. One of the considerations is pronunciation. People need to pronounce the words correctly in order to make the interlocutor understand the message that they convey. Jahan (2011) notes that good pronunciation contributes to the successful communication and it will encourage the interlocutor to listen to the speaker willingly. Good pronunciation creates meaningful and effective communication. Moreover, Gass and Selinker (2008) also affirm that pronunciation is a prominent skill because with clear pronunciation learners can understand each other although their grammar and vocabulary are not at best, the reason behind this idea is because pronunciation and the development of other linguistic skills are inseparable. However, students encounter difficulties in the pronunciation of sounds which the students are not familiar with (Moosa and Homeidan in Hassa, 2014). Moreover, according to Ronald Carter and David Nunan (2001), English as foreign language students

face problems in substituting sounds that they do not have in their native language, with other sounds which are close to them in the place of articulation e.g. they replace /p/ with /b/, /θ/ with /s/ etc.

Regarding the aforementioned problems, English as foreign language teacher has to be able to discover effective teaching media that can help students improve their pronunciation. In this fast growing technology epoch, teachers are demanded to be creative in integrating technology with the practice of teaching and learning. The information and communication technology integration in the classroom has vastly improved to face the challenge of the presence of ASEAN Economic Community (AEC). Technological aids increasingly become prominent part in the teaching and learning process. Lynch and Campos (2014) mention that technology provides many advantages for students. It improves students' interest, time effectiveness, and opportunities to learn in non-traditional ways. Dubsmash is one of multimedia that teacher can use in teaching pronunciation. Dubsmash is a new fashion among teenagers nowadays. It is a lip-synching application that allows smartphone users to recreate movie scenes and create dubbed music videos which has been downloaded more than ten million times. Teaching pronunciation by using dubsmash will be effective and fun way to help students improve their pronunciation.

THE BASIC SOUNDS OF ENGLISH

Phoneticians array the sound of English into two basic categories: segments and suprasegmentals. Segments comprise vowels and consonants. Rogers (2000: 16) explained that:

Vowels include things like the sounds in the words oh, eye, ooh, ah; they are made with no major obstruction in the vocal tract so that air passes through the mouth fairly easily. Consonants, such as /p n g s l/, involve some type of obstruction in the vocal tract. When you make a /p/, for example, your lips are closed, thereby completely preventing air from leaving through the mouth.

In producing vowels, the vocal tract is more open than it is for consonants. They are made with a very open vocal tract. The shape and position of the tongue in the mouth and the shape of the lips are the elements incorporated in producing different vowels. The shape of the tongue is the primary factor which determines the quality of a vowel. There are three basic articulatory qualities of vowels: height, backness, and rounding.

The production of consonants involves a major obstruction or constriction of the vocal tract. The position where the obstruction of the consonants is made is described by the place of articulation:

1. The bilabial sounds is produced by articulating the lower lip against the upper lip, as in the initial sounds of the words:
/ p / pea, creepy, loop
/ b / bee, lobby, rub
/ m / moo, summer, loam
2. Labiodental sounds are produced by articulating lower lip against the upper teeth, as in the initial sounds of the words:
/ f / fun, daffy, laugh
/ v / veal, movie, glove

3. Dental sounds occurs when the tip of the tongue is near or just barely touching the rear surface of the teeth, as in the initial sounds of the words:
 / θ / (called theta) thin, ether, health
 / ð / (called eth) then, either, loathe
4. Alveolar sounds occurs when the tip of the tongue repeatedly hitting the alveolar ridge, as in the initial sounds of the words:
 / t / top, return, missed
 / d / done, sudden, loved
 / s / see, messy, police
 / z / zap, lousy, please
5. Postalveolar sounds occurs when the tongue is arched with the blade near the postalveolar area, as in the initial sounds of the words:
 / ʃ / (called esh) shelf, assure, mesh
 / ʒ / (called ezh) treasure, vision, rouge
 / tʃ / chin, etching, roach
 / dʒ / jam, edgy, ridge
6. Velar sounds occurs when the back of the tongue articulating against the velum, as in the initial sounds of the words:
 / k / kiss, locker, sock
 / g / gun, rugger, sag
 / ŋ / (called eng) singer, bang

THE IMPORTANCE OF TEACHING PRONUNCIATION

The main purpose of teaching and learning English is to enable students to communicate competently. It means that to understand and to be understood. The spoken version of language started numerous centuries before the written one was invented. Human beings depended on spoken communication until written scripts were possible. Spoken communication is inseparable from pronunciation. English in phonology and pronunciation as foreign language learners have an interest. Interlocutor can have better understanding when the speaker uses a good pronunciation. Therefore, to be successful in learning English, it is very important to teach pronunciation. Pronunciation is the most crucial and oral communication skills. According to Miller (2004), pronunciation needs to be balanced with all other communication skills. Thus, teacher in EFL classroom should play an important role in developing such a skill.

Fraser (2000) supported this claim by arguing that:

being able to speak English of course includes a number of sub-skills, involving vocabulary, grammar, pragmatics, etc. However by far the most important of these skills is pronunciation—with good pronunciation, a speaker is intelligible despite other errors; with poor pronunciation, a speaker can be very difficult to understand, despite accuracy in other areas. Pronunciation is the aspect that most affects how the speaker is judged by others, and how they are formally assessed in other skills.

Regarding these issues, it can be concluded that pronunciation teaching is very pivotal for the teaching of other communication skills. The teaching of pronunciation supports the development of other communication skills.

Nevertheless, teaching pronunciation is still neglected at school. It is difficult to create a lesson which focus on pronunciation practice because pronunciation is taken as an additional practice in all course books. According to Gilbert (2008: 1) there are two main reasons why pronunciation is neglected in classes. First, teacher do not have enough time in their lesson, which would be dedicated to pronunciation, and if there is time attention is usually given to drills which lead to discouraged students and teachers who both want to avoid learning and teaching pronunciation. Second, psychological factor plays a relevant role in learning pronunciation because students are not as sure about their pronunciation as they are about their knowledge of grammar and lexis. Furthermore, Gilbert also claims that the most basic elements of speaking are deeply personal and our sense of community is bound up in the speech rhythms of our first language. These psychological barriers are usually unconscious but they prevent speakers from improving the intelligibility. To be able to overcome the fears of speaking, teachers should set at the outset that the aim of pronunciation improvement is not to achieve a perfect imitation of a native accent, but simply to get the learner to pronounce accurately enough to be easily and comfortably to other speakers (Ur, 1984: 52).

It is important to teach pronunciation to students in order to make them aware of how sounds are formed, how words are stressed and what intonation patterns exist. Pronunciation teaching has double benefits. First, it helps students become intelligible speakers of English. Second, it improves students' comprehension of spoken language.

THE PROBLEMS OF PRONUNCIATION FACED BY INDONESIAN SPEAKERS

English pronunciation presents challenges for non-native speakers. Non-native speakers have difficulties in producing some sounds because L1 speech habits are different with English and those speech habits have firmly fixed in their brain. It causes mispronunciations of some English sounds. Moreover, these mispronunciations also happen because English and their L1 have different phonological systems (Macharia, 2013).

Abovementioned problems are also faced by Indonesian speakers. Through the research conducted by Maksud Temirov (2014: 1), most Indonesian speakers faced problems in pronunciation because of their unintelligibility. It makes their English proficiency incomplete and hard to be effortlessly perceived by another listener. These issues happen in the pronunciations of the words "fan" and "van", most Indonesian speakers assume that these words have the same way of pronunciation. The reason behind this phenomenon is that the impact of L1: Bahasa Indonesia lacks the English "v" sound. The other relevant phenomena happen in the pronunciation of the words "path", "theater", "whether", etc. This phenomenon also happens because of the L1 impact or the lack of awareness of correct English pronunciation.

According to David Keating (2013: 3), Indonesian speakers of English have problem resulting from L1 (first language) interference. In term of pronunciation, many Indonesian have trouble pronouncing consonant clusters (3 or more consonants together in a word), as these clusters do not occur in Bahasa Indonesia.

Problems of pronunciation may occur when non-native speakers communicate because speakers are used to sounds that exist in their mother tongue but may not exist in

the target language. Hassan (2014) pointed out four problems of English pronunciation encountered by Sudanese students of English. They are mother tongue interference, sound system differences between L1 and L2, inconsistency of English vowels, and influence of spelling on pronunciation. Indonesian learners of English also deal with some of those issues. There are a lot of sounds that do exist or are similar in English and Indonesian; however, there are sounds that are very different or do not exist in Indonesia.

There are several factors that influence the pronunciation of Indonesian learners of English. First, Indonesian learners use sounds that are in Indonesian language but may not exist in English. For instance the clear pronunciation of the [r] sound by an Indonesian speaker of English definitely makes their English speech worst and somehow irritating for the listener. Second, when reading or speaking, Indonesian students apply the rule of last syllable prominence which is not presented in English. For example, in the word Canada, the stress normally falls on the first syllable [*Canada*] in the English language. However, when a typical Indonesian speaker of English pronounces the same word, he or she happens to stress either the second or the last syllable [*Canada*] / [*Canada*]. Lastly, Indonesian learners do not distinguish between written and spoken form as in Indonesian. The written and spoken forms resemble and this goes hand in hand with pronouncing the silent letters e.g. the word salmon is usually pronounced as /sælmən/ instead of /sæmən/ by most Indonesian learners.

UTILIZING DUBSMASH IN THE CLASSROOM

Communication and information technologies significantly play important role in human modern life. Communication and information technologies enable people to communicate, gain information, and entertain themselves directly from their smartphones. One of the technologies is dubsdash. Ahmed, M. (2015) defines that Dubsdash is a free app that allows people to use their smartphone to take short videos of themselves lip-syncing lyrics from songs or miming lines from a movie, and then post these clips online instantly. Dubsdash becomes viral among net-generation nowadays. It is a video selfie application that took the world by storm since its launch in November, 2014. Dubsdash application was created by a small team of German developers— Jonas Druppel, Roland Grenke and Daniel Taschik.

Dubsdash allows users to add soundtracks to videos recorded on their phones— often matching a clip of themselves performing a song or film scene with audio from the original. Users can upload sounds themselves or select from a list of audio clips uploaded by others. These include excerpts from popular TV show or cult movies. There are also clips from popular chart hits, musicals, and even operas. Since launching in November 2014, it has been downloaded more than 75m times, and topped the app charts in 78 countries, making it one of the fastest growing new social media platforms yet. Millions have viewed online clips by teenagers and celebrities on YouTube, Twitter and Instagram. The clips are usually funny. The following is the steps of producing dubsdash video figured out by Gilani (2015):

- Step 1 : Select a sound of your choice!
 Dubsmash basically lets users add soundtracks to videos recorded on their phones. These are often matching a clip of themselves performing a song or film scene with audio from the original. You have multiple options.
- Step 2 : After you have picked the sound of your choice, start dubbing.
- Step 3 : After selecting an audio clip, you can record your own video to play with the sound you have chosen.

Regarding this phenomena, the writer believes that English teachers can utilize dubsmash application to help students in learning pronunciation. Dubsmash can create positive and interactive atmosphere in the classroom. Teaching pronunciation by using dubsmash will become an effective and interesting strategy to motivate students in improving their pronunciation. Dubsmash application provides students with authentic language input of speech production and place of articulation. Students learn how to pronounce the words by listening and paying attention to the sound and the movement of lips, teeth, and tongue produced by the dubsmashers in the dubsmash videos. They must attentively observe how the dubsmashers move their lips, teeth, and tongue to produce certain sounds.

TEACHING PROCEDURES

The sound of the video and the level of the students become considerations in selecting the dubsmash videos. Teacher also has to carefully select the videos to avoid inappropriate words. The writer will focus on the teaching dental sound of theta /θ/ to the eighth graders. As experienced by the writer, her students found it difficult to pronounce the dental sound of theta /θ/. Regarding this problem, the writer utilize dubsmash videos which consist of dental sound of theta /θ/. The procedures of utilizing dubsmash in teaching pronunciation are as follows:

- Pre Activity
 - Students observe the video of the tongue twister for theta sound (appendix 1).
 - Teacher plays only the audio of the tongue twister
 - Teacher plays the video of the tongue twister
 - Teacher asks students to note down the words that they know how to pronounce and they do not know how to pronounce
 - Teacher asks students to discuss it with their friends
 - Teacher and students discuss the tongue twister together
- Whilst Activity
 - Teacher introduces dubsmash to students
 - Teacher explains how to make a dubsmash video
 - Teacher plays a dubsmash video (appendix 2a)
 - Teacher asks students repeat the sound
 - Teacher asks students to have a group of three
 - For the next dubsmash video (appendix 2b), teacher plays the video without the sound and asks students to match the video and the words in group. Teacher asks students to pay attention to the movement of the dubsmasher's lips.

- Teacher replays the video with the sound
 - Teacher asks students to practice the sound in their group
- Post Activity
- Still in group, teacher asks students to choose the sounds of the dubs mash which consists of dental sound of theta and record it in the dubs mash.
 - Teacher asks the other groups to create dubs mash videos using the sound created by other group.
 - Teacher can ask students to share their dubs mash in their school group of facebook

CONCLUSION

This article presents the importance of integrating technology in teaching pronunciation. In this modern era, the use of technological tools growingly comes to be a common attribute in the classroom, particularly in the teaching of speaking. Pronunciation plays pivotal role in spoken communication. People will have better understanding when they receive good pronunciation. Therefore, the teaching of pronunciation is crucial to be learnt by students. However, pronunciation is not an easy task to master. Mispronunciations of some English words are common problems faced by Indonesian students because Indonesian and English have different phonological systems. Dubs mash is one of the effective media which brings the solution to overcome the problems. Utilizing dubs mash in the teaching of pronunciation will provide students with authentic input in form of the real sound of languages produced by native speakers. It can help students to have better understanding in producing certain sounds by observing and imitating the dubs mash videos.

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