

DUBBING & SUBTITLING PROJECT: A SOLUTION TO IMPROVE STUDENTS' MAHĀRAH KALĀM

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ABSTRACT

In learning Arabic, *mahārah kalām* is one of the main skills students must master and is one of the ultimate goals of learning a foreign language. However, most students have difficulty speaking Arabic. This research aims to determine the effectiveness of the dubbing and subtitling method in improving students' *mahārah kalām*. For this reason, this research was carried out using a quasi-experiment method type one group pre-test post-test. The experiment was held in the Tadris Mathematics class C study program in the 2023/2024 academic year. The number of students in this class is 24 students. In this regard, primary data in this study was obtained using test techniques. The secondary data was obtained from observation, interviews, and documentation. The collected data was analyzed using the paired sample t-test technique to determine the significance of the effect of the method and the N-Gain test to determine the level of effectiveness. The research results show that the dubbing and subtitling method significantly affects students' *mahārah kalām* with a sig (2-tailed) value of 0.000. Apart from that, this method is effective with a high level of effectiveness, namely 0.83. Thus, the dubbing and subtitling method is a promising solution that can be applied to increase students' *mahārah kalām*, especially for students who are not majoring in Arabic, offering hope for improved language learning outcomes.

Keywords: Dubbing & subtitling, learning method, *mahārah kalām*

A. INTRODUCTION

In the current era of globalization and advances in information technology, the ability to communicate in various languages is increasingly becoming a primary need, especially in the educational context (Syamaun, 2016). One important aspect in mastering a language is the ability to speak or *mahārah kalām*. This is where dubbing and subtitle projects play a very significant role as a solution to improve students' speaking abilities (Christina et al., 2021).

Dubbing projects which involve replacing the original voices in a medium with new voices in the target language and subtitles which add translated text to the screen are effective tools in language learning (Agustiana & Widya, 2023). Through dubbing, students not only learn new vocabulary and grammar but also practice their intonation and verbal expressions in a more natural and interesting context (Rizka & Lismalinda, 2023). Meanwhile, subtitles allow students to follow the dialogue in the target language simultaneously with the translated text, making it easier to understand and absorb the language (Dewi et al., 2023).

Implementing dubbing and subtitling projects in language learning curricula can bring many benefits, such as improving speaking fluency, developing listening skills, as well as better contextual understanding (Retnomurti et al., 2023). This article will discuss how these two methods can be integrated effectively in the learning process, the challenges they may face, and strategies to maximize their benefits for students.

With the right approach, dubbing and subtitling projects can not only be a fun learning tool but also a powerful solution for increasing students' understanding.

In the language learning process, *mahārah kalām*, or speaking ability, is often one of the most challenging aspects for students. Especially in foreign language contexts, students must not only master vocabulary and grammar, but also be able to apply their speaking skills in realistic and communicative situations. Traditionally, language teaching methods often focus on face-to-face learning, speaking practice in class, and the use of textbooks. However, this approach is often not completely effective in cultivating truly natural and confident speaking skills (Rusyadi, 2015).

UIN Imam Bonjol Padang also uses technology as a medium in learning, including in learning Arabic, especially *mahārah kalām*. In an attempt to overcome these shortcomings of traditional methods, innovations in educational technology have offered interesting solutions (Asrina & Sihombing, 2019). Two methods that are increasingly popular are dubbing and subtitle projects. Dubbing projects, in which students replace the original dialogue in a video with their own voices in the target language, provide an opportunity to practice speaking in a more realistic and dynamic context. Meanwhile, subtitles allow students to read translated text while watching videos in the target language, which can enrich their understanding of language structure and situational context.

Recent studies show that student involvement in dubbing activities can increase their speaking fluency (Agustiana & Widya, 2023), improve pronunciation (Retnomurti et al., 2023), and develop confidence in speaking (Yulianto & Agus, 2022). Dubbing offers speaking practice integrated with a multimedia experience, which is often more engaging and enjoyable than conventional speaking practice (Juliana, 2020). On the other hand, the use of subtitles can help students understand complex language structures, as well as improve their listening and reading skills simultaneously.

This article aims to explore how dubbing and subtitle projects can be integrated in language learning to improve students' *mahārah kalām*. We will discuss the theoretical background behind these two methods, the benefits that can be obtained, and the challenges that may be faced in implementing them. By understanding more deeply the potential and limitations of this approach, it is hoped that we can design more effective and innovative learning strategies in improving students' *mahārah kalām*.

B. METHODOLOGY

Furthermore, the research method in this study is a quasi-experimental method because researchers cannot fully control external variables that influence the course of the experiment (A. M. Yusuf, 2015). In line with this, the researcher also designed this research in the form of a one group pre-test post-test. The following is a picture of the research design:

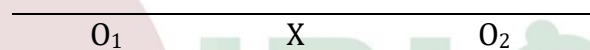


Figure 1. One Group Pre-Test Post-Test

:

Description:

O : Pre-test dan Post-test
 X : Treatment

The approach used in this research is a quantitative approach because the data in this research is in the form of numbers and uses statistical analysis (Sugiyono, 2018). In this regard, the data in this research consists of two types, namely primary data and secondary data. In this case, primary data was obtained from the *mahārah kalām* learning results of first semester students of the Tadris Mathematics C study program for the 2023/2024 academic year, totaling 24 students. The sample was taken using a total sampling technique. In this case, Sugiyono stated that if the population is less than 100, then all members of the population should be sampled (Nurkamariah & Zakiyah, 2021). Meanwhile, secondary data was collected from scientific papers related to research variables, namely the Dubbing & Subtitling method, *mahārah kalām*, educational technology, and cartoon films. Both primary and secondary data were collected through participant observation techniques, unstructured interviews, tests and documentation.

Participant observation was used to observe students' attitudes during the lecture and to make the observations more focused, the researcher provided an observation sheet as an instrument. The unstructured interview was to ask students' responses regarding the application of the Dubbing & Subtitling Method in lectures. The researcher also used an interview guide and voice recorder so that the interview ran smoothly. Meanwhile, tests are the main technique used to obtain data regarding *mahārah kalām* because tests are used in order to measure and assess the field of education (Kadir, 2015). The pre-test was obtained from conversations presented by students in front of the class. Meanwhile, the post-test is in the form of dubbing & subtitling tasks. Then, the lecturer gives an assessment using listening techniques. Meanwhile, documentation takes the form of pictures of the learning process and student data.

The collected data is analyzed first through a data analysis prerequisite test in the form of a normality test to determine whether the data is normally distributed or not (Noor, 2012) using the Kolmogorof Smrinov technique and a homogeneity test to show that the groups come from the same variance (Sumanto, 2014) using the one -way anova. After that, proceed with hypothesis testing using paired sample t-test. After that, proceed with hypothesis testing using paired sample t-test and effectiveness testing using N-Gain with the help of SPSS which can be calculated using the categorization in table 1 (Hake, 1999).

Table 1. N-Gain Categorization

Average N-Gain	Categories
$G > 0,7$	High
$0,3 \leq g \leq 0,7$	Medium
$G < 0,3$	Low

Meanwhile, the division of N-gain categories in the form of percent (%) can refer to the

table 2.

Table 2. N-Gain Effectiveness Interpretation Category

Percentage (%)	Description
< 40	Ineffective
40 – 55	Less Effective
56 – 75	Effective enough
> 76	Effective

C. RESULT AND DISCUSSION

Implementation of the Dubbing & Subtitling Method in the *Maharah Kalām* Course

The use of the dubbing & subtitling method in the Tadris Mathematics study program for class C semester I of the 2023/2024 academic year begins by selecting a cartoon film whose conversation will be changed to Arabic. Then, students translated the conversation which was originally in Indonesian into Arabic. After that, students are required to first report the results of their translation to the lecturer for checking. Then, students do dubbing. In this case, students use the help of video editing technology to add Arabic audio from the work of each group. Apart from that, students also wrote the text and meaning in the video. This is called subtitling. The results of the dubbing & subtitling work can be seen at the following link: <https://drive.google.com/drive/folders/1Ndufl1qehUDjjZJY-w6yOziPNjCgNL0>. The result can be seen in figure 2.

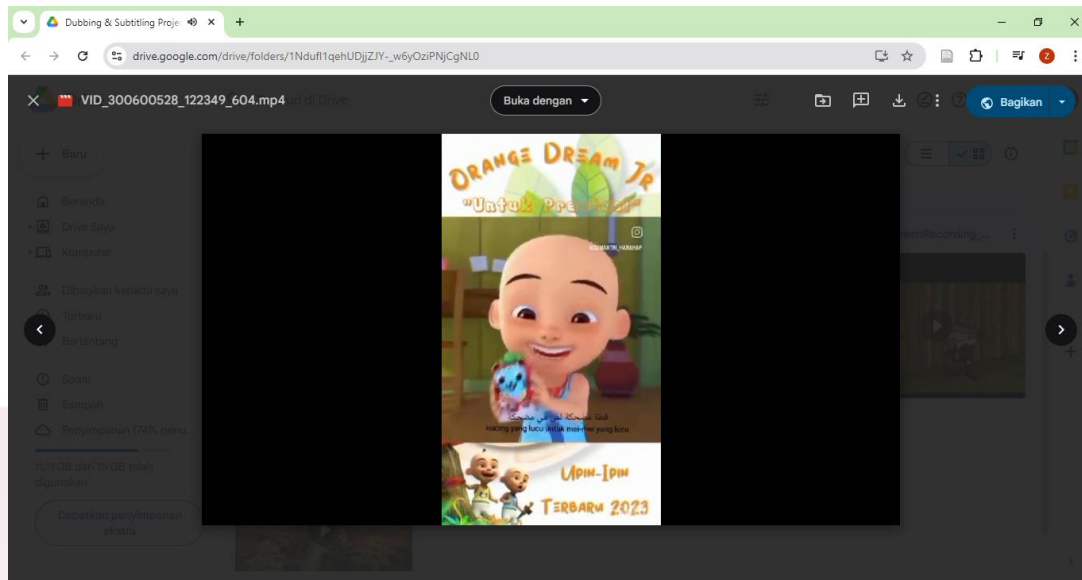


Figure 2. Dubbing & Subtitling Result

The Influence of the Dubbing & Subtitling Method on Students' *Mahārah Kalām*

1. Data Descriptive Statistics

The aspects assessed in this test are pronunciation, fluency, comprehension, grammar, vocabulary (Muliyah et al., 2022). These five aspects are assessed based on a 1-5 Likert scale. An overview of students' Arabic learning outcomes data can be

seen in the table 3.

Table 3. Descriptive Statistics of Students' *Mahārah Kalām* Learning Outcome Data

No	Learning Outcome	N	Min	Max	Average
1	Pre-Test	24	17	22	19.8
2	Post-Test	24	22	25	24.29

Table 3 describes the general learning outcomes of the experimental class. This data was obtained from the pre-test and post-test. The lowest score in the pre-test for the experimental class was 17, while in the post-test it was 22. This score increased by 5 points after the dubbing & subtitling method was applied. The increase in points also occurred for the highest scores in each type of test, namely 22 to 25 points respectively. This means that the value increases by 3 points. The implications of implementing this method can also be seen from the increase in the average pre-test and post-test scores from 19.8 to 24.29. Thus, it is known that the dubbing & subtitling method can increase the *mahārah kalām* scores of students in the first semester of Tadris Mathematics C for the 2023/2024 academic year.

2. Data Analysis Prerequisite Tests: Normality Test and Homogeneity Test

Before the parametric test is carried out, the data that has been collected is tested for normality and homogeneity first as a requirement. Where the data must be normally distributed and have homogeneous variance. The normality test in this research was carried out using the Kolmogorov Smirnov technique and the homogeneity test using the one-way ANOVA technique using IBM SPSS 24. The results of the normality test can be seen in the table 4.

Table 4. Normality Test Result

No	Data	N	Sig.	Description
1	Experimental Class	24	0,633	Normal

Table 4 shows the results of the pre-test and post-test normality tests for the experimental class. The results of the normality test on experimental class data have a significance value of 0.633. This value is ≥ 0.05 , meaning that the data in the experimental class class are normally distributed.

Meanwhile, the results of the homogeneity test of pre-test and post-test data for the experimental class are in table 5, namely:

Table 5. Homogeneity Test Result

No	Data	Sig.	Description
1	Pre-test & Post-test	0,1	Homogen

Table 5 proves the results of the homogeneity test of experimental class data, both pre-test and post-test data. Both data have a significance value of 0.1 which is ≥ 0.05 . Thus, the pre-test and post-test data for the experimental class have homogeneous variance. So, the t test, which in this research is a paired sample t-test,

can be carried out.

3. Paired Sample T-Test

This test was carried out to find the significance value of the pre-test and post-test for the experimental class. The results of the paired sample t-test can be found in table 6, as follows:

Table 6. Paired Sample T-Test Result

No	Data	Mean	Sig. (2 tailed)	Description
1	Pre-Test	19.8	0,000	Significant
2	Post-Test	24.29		

Table 6 is the results of the paired sample t-test for the experimental class after being given treatment. Sig value. (2 tailed) in the pre-test and post-test for the experimental class was 0.000 which was <0.05 so H_a was accepted. This means that there is a significant difference between the pre-test and post-test of the experimental class using the dubbing & subtitling method.

The Effectiveness of the Dubbing & Subtitling method in Increasing *Mahārah Kalām*

To determine the effectiveness of the dubbing & subtitling method, an N-Gain score test was carried out on the pre-test and post-test scores of the experimental class. The results of this test can be seen in the table 7.

Table 7. N-Gain Score Result

No	Data	Mean	Category
1	N-Gain Score	0.83	High

Table 7 shows the N-Gain Score pre-test and post-test experimental class. It is known that the N-Gain value is 0.83. This means that the level of effectiveness of the method is included in the high category.

Researchers also analyzed the N-Gain Score percentage to obtain interpretation categories, as listed in table 8, namely:

Table 8. Kategori Tafsiran Efektivitas N-Gain Score

No	Data	Percentage (%)	Description
1	Experimental Class	83%	Effective

Based on table 8 which shows the categories of interpretation of the effectiveness of the experimental class N-Gain Score. The N-Gain Score of the experimental class is included in the effective. So, it can be concluded that the Canva-based PjBL model is effective in increasing the *mahārah kalām* of students in the first semester of the Tadris Mathematics class C study program at UIN Imam Bonjol Padang.

D. CONCLUSION

This research concludes that the dubbing & subtitling method is effective in improving the *mahārah kalām* of students in the first semester of Tadris Mathematics C for the 2023/2024 academic year with a high level of effectiveness. Thus, the dubbing & subtitling method is an alternative solution that can be applied in an effort to increase students' *mahārah kalām*, especially for students who are not majoring in Arabic and Arabic language. The dubbing & subtitling method can be used with the help of video editing technology, such as various applications that can be found on the Playstore or Appstore. To get good results, students should also have insight into this technology. In this regard, this research is a one group pre-test post-test type experimental research therefore the results of this research cannot be generalized to other classes. However, this research recommends further research to test the effectiveness of the dubbing & subtitling method in the classroom and even in other study programs.

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