

“Film Dubbing” as an Alternative of ICT Based Teaching in Translation Class

Agung Dwi Nurcahyo

English Education Department of Muria Kudus University

agungdwinurcahyo@gmail.com

Abstract:

Computer Assisted Language Learning (CALL) still becomes an important issue to discuss among English teaching practitioners. This model of language learning has been proven to help students develop their English skills. In line with the continuous development of information and communication technology, English teachers have been encouraged to use ICT to teach English. There are various ICT based assignments which can be designed by English teachers and one of them is “Film Dubbing”. This study aims at investigating a case of a classroom activity of Film Dubbing done in translation class in the English Education Department of Teacher Training and Education Faculty of Muria Kudus University. By using a qualitative approach of case study, the study finds that the activity of Film Dubbing has encouraged students to do autonomous learning of (1.) enriching English vocabularies and practicing pronunciation skill through the activity of translation and interpretation, and (2) developing literacy through socio-cultural understanding and practice of using Information and Communication Technology. Therefore, Film Dubbing is a practical alternative of ICT based classroom activity that can be performed in translation class.

Keywords: Film Dubbing, Computer Assisted Language Learning (CALL), Information and Communication Technology (ICT), Translation Class

INTRODUCTION

The development of Information and Communication Technology has more or less influenced the model varieties of English teaching. ICT has played important role in the improvement of English teaching. Even, there have been many topics of CALL (Computer Assisted Language Learning) which are addressed by education practitioners in many occasions of seminar, workshop, and other academic programs. Computer has been widely used to assist language teaching since CALL model was firstly introduced in 1950s. The widespread use of computer in language teaching and learning is signed by the development of CALL approach as pointed out by Warschauer (1996) that there are three phases of CALL development, i.e. *behavioristic CALL*, *communicative CALL*, and *integrative CALL*. The empirical advantages of computer use in English classroom have shown that training in computer literacy for students is essential. So far, computer has been widely used for assisting teachers to train student’s English proficiency. Moreover, the use of computer is in someway related to the development of

autonomous learning model as what is embedded in the philosophy of CALL which puts a strong emphasis on student-centred materials that allow learners to work on their own.

The use of CALL model has also been related to discussions about students' learning autonomy. Students' participation in classroom is a key to the encouragement of autonomous learning. Poorman (2002) states, "true learning cannot take place when students are passive observers of the teaching process". To have a conducive classroom for autonomous learning, a teacher should be creative in managing classroom. A creative classroom management is concerned with how a teacher chooses appropriate material, media, and technique of teaching. Computer is one of the ICT media which can be used to encourage students' learning autonomy. It is an essential tool that helps teachers facilitate an autonomous language learning process. There are many computer programs which can be used to facilitate the encouragement of autonomous learning of English skill including translating or interpreting skill, like video cutter and sound recorder. Students can use these programs to assist their practical activities in a classroom. Student Centered Learning (SCL) has become the model of Competency Based Curriculum in Indonesia. In this concept, teachers should position him/herself as facilitator so that students have more opportunity to participate in classroom (Brandes and Ginnis, 1986). This approach is in line with the autonomous learning approach which encourages students to be active in classroom. ICT can also be used to develop students' literacy of socio-culture by which they can participate in a society with a culturally acceptable communication competence. Kern (2000) states that literacy involves communication.

This study is concerned with engaging students in autonomous learning activity of translation class by using ICT. Since translation covers oral and writing activity of transferring meaning from a source language to certain target language, the use of ICT should not only be limited to the use of it for written translation but also the use of ICT for oral translation activity or interpretation activity. Dubbing film is an alternative that can be done by students of translation class since this activity to some extent has something to do with the activity of interpreting. Therefore, it is also important to find programs or software which can facilitate students to do this activity. There have been many computer programs or software that may help students performing interpretation activity, such as video cutter, movie maker, and sound recorder programs. Film dubbing itself is an activity of oral translation or interpretation. Hence, the study aims at investigating a case of a classroom activity of Film Dubbing done in translation class in the English Education Department of Teacher Training and Education Faculty of Muria Kudus University

METHOD

This study uses a qualitative approach by exploring a case of classroom activities in translation class. Students are asked to make groups of three to five to do a final project of dubbing film. This activity will need the use of computer programs like video cutter and sound recorder. They have to work together to dub Indonesian film into English. In this case, they will have chance to practice doing interpretation or oral translation from Indonesian into English. Practically, they should, firstly, cut parts of the film to be dubbed. Secondly, they have to make a transcription of the cut Indonesian film. Thirdly, they translate the Indonesian transcription of the film into English. At this point, they will practice searching the closest meaning of each conversation to the English expressions. Besides, they will have opportunity to practice finding appropriate sentences with appropriate pronunciation. Fourthly, they should record their English conversation based on the film. In this case, they need to use a sound recorder program and record every single sentence of the conversation in the film. Fifthly, they should adjust the cut

film with the sound they have recorded. Therefore, they need to use a certain computer program to combine the sound and the cut film. At this point, they must be able to manage the adjustment between the recorded sound and the cut film appropriately. Their project of film dubbing should be burnt on a CD to be evaluated by the teacher. Their activity is guided by the teacher and an ICT practitioner. Since they have to mention every interpreter of conversation in the film (who serves as who) it will enable the teacher to assess their translation (interpretation) capability individually. The assessment is given based on the criteria of translation work evaluation.

RESEARCH FINDING AND DISCUSSION

The study finds that the activity of Film Dubbing has encouraged students to do autonomous learning of (1.) enriching English vocabularies and practicing pronunciation skill through the activity of translation and interpretation, and (2) developing literacy through socio-cultural understanding and practice of using Information and Communication Technology. The step by step activities of dubbing film has forced them to find English expressions which are suitable with the Indonesian expressions of the film. This activity has more or less conditioned the students to learn more vocabularies. The activity has encouraged them not only to find the English equivalence of each sentence but also to search the appropriate pronunciation. Besides, they are also engaged in activities of finding information of the appropriate context of each part of conversation of the film, so that they will be able to determine the appropriate interpretation with the appropriate context. In this case, they have done the effort to develop their literacy through socio-cultural understanding and practice of using Information and Communication Technology. To this extent, film dubbing is a practical alternative of ICT based classroom activity that can be performed in translation class.

The activity has engaged students in autonomous activity of learning. It can be seen from the activities of finding the closest meaning (contextually) to the English expressions; searching the appropriate context of conversation; operating the computer programs which support the activity of dubbing and film making. The activity has not only developed the English skill (translation and interpretation) but also their literacy of ICT and socio-cultural understanding. It has shown that teaching translation can be supported by the use of computer as one of the properties of Information and Communication Technology. Computer can be used as a tool for teachers or lecturers to maximize the activeness of the students in having autonomous learning which has become the goal setting of the implementation of *Competency Based Curriculum* (KBK-Kurikulum Berbasis Kompetensi). To make the learning activities really occur in the classroom, teachers/lecturers should make the students feel engaged and involved in certain classroom situation that makes them encouraged to be active in giving participation in the classroom (Dwi Nurcahyo, 2011).

CONCLUSION

The use of computer has been empirically beneficial to help English teachers or lecturers engage their students in a conducive situation for autonomous learning activities as the core of Student Centered Learning model. Film dubbing, an activity which cannot be separated from the use of ICT, is an alternative classroom activity that can be done in translation class. This activity has been empirically found to be able to enrich students' vocabularies and to develop students' literacy of socio-cultural understanding and of the use of information and communication technology (ICT). Therefore, it is recommended for teachers, lecturers or education practitioners

to maximize the use of ICT in their teaching activities, though it is not the only media for doing creative teaching.

REFERENCES

- Brandes, D. and P. Ginnis. (1986). *A Guide to Student Centered Learning*. Oxford: Blackwell. In O'Neill, Geraldine and McMahon, Tim. *Student Centered Learning: What does it mean for students and lecturers?* Retrieved on 20 September 2011 from http://www.aishe.org/readings/2005-1/oneill-mcmahon-Tues_19th_Oct_SCL.pdf
- Dwi Nurcahyo, Agung. (2011). *Developing Student's Literacy through English Debate Practice*. A paper presented at the National Conference 'Language in the Online and Offline World 2: The Awakening', the English Department of Petra Christian University
- Kern, Richard. (2000). *Literacy and Language Teaching*. New York: Oxford University Press
- Poorman, P.B. (2002). *Biography in Role Playing: Fostering Empathy in abnormal Psychology: Teaching of Psychology*. In Jarvis, Lori, Kathryn O., and Mike T. (2002). *Role Playing as a Teaching Strategy*. Retrieved March 16, 2011 from <http://imet.csus.edu/imet3/odell/portfolio/grartifacts/Lit%20review.pdf>
- Warschauer M. (1996). *Computer Assisted Language Learning: an Introduction*. Retrieved on 14 September 2011 from <http://www.ict4lt.org/en/warschauer.htm>