

## **Enhancing Students' Speaking Skill through Video Dubbing Project**

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This study aimed to describe the implementation of video dubbing project and to find out the enhancement of the students' speaking skill after the implementation of video dubbing project in teaching speaking of fourth semester students UNRIKA in academic year 2018-2019. Action research procedures (including planning, action, observation, reflection) were used to study the progress and subject outcomes. The study was conducted in two cycles which was held from February to July 2019. The researcher was assisted by another lecturer to observe and assist the implementation of video dubbing project. Data were collected through observer sheet and test. Data obtained from cycle 1 were analysed and used for revision and improvement in cycle 2. Then, data obtained from cycle 2 were presented as the outcomes of the project. The test result revealed that students speaking skill was improved. The improvement was particularly seen in pronunciation. The mean score of the students in pre-test was 67.02. After the implementation of the project on cycle 1, the students mean score was 83.63 and on cycle 2 was 90.61. During the implementation, students were motivated, enthusiastic, active, and eager to work together and show positive attitude towards the language learning.

*Keywords:* video dubbing, enhancement, speaking skill

*Penelitian ini bertujuan untuk mendeskripsikan penerapan proyek Video Dubbing dan untuk mengetahui peningkatan keterampilan berbicara mahasiswa setelah penerapan proyek video dubbing dalam pengajaran mata kuliah Speaking bagi mahasiswa semester IV tahun akademik 2018-2019. Prosedur penelitian tindak kelas (mencakup perencanaan, tindakan, observasi, dan refleksi) digunakan untuk mengkaji perkembangan dan hasil penelitian pada subjek. Penelitian dilaksanakan dalam dua siklus yang adakan sejak Februari hingga Juli 2019. Peneliti didampingi oleh seorang*

*dosen lain untuk mengamati dan mendampingi penerapan proyek video dubbing. Data penelitian diperoleh melalui catatan pengamat dan hasil tes. Data yang diperoleh dari pada siklus 1 dianalisa dan digunakan untuk perbaikan dan peningkatan pada siklus 2. Kemudian, data yang diperoleh pada siklus 2 dianalisa dan ditampilkan sebagai hasil dari pelaksanaan proyek. Hasil tes mengungkapkan bahwa keterampilan berbicara mahasiswa meningkat. Peningkatan khususnya terlihat pada aspek pelafalan. Nilai rata-rata siswa pada pre-tes adalah 67.02. setelah penerapan proyek pada siklus 1, nilai rata-rata mahasiswa menjadi 83.63 dan pada siklus 2 menjadi 90.61. hasil penelitian menunjukka selam penerapan, mahasiswa termotivasi, antusias, aktif, dan bersemangat untuk bekerjasama dan menunjukka sikap yang positif terhadap pembelajaran bahasa.*

## INTRODUCTION

Due to English popularity throughout the world, English has a position as one of the most influential lingua franca in all aspects of human life, especially in communication. Therefore, many countries demand the inclusion of English language teaching in their curricula including Indonesia.

As an example in University of Riau Kepulauan, it develops an English program at Faculty of Teacher Training where the main purpose is to prepare students to be a competent English teacher. The successful language learning is barely known by the proficiency of using oral communication and therefore speaking skill is the main concern and should be acquired. Zaremba (2006) stated among the four skills of macro English skills, speaking seems to be the most important skill required for communication. Therefore, enhancing students speaking skill should be taken into teachers' main concern.

Majority of English department students at University of Riau Kepulauan are unable to speak in English fluently, confidently, and accurately in real communication both with their classmates and native speakers. They had poor pronunciation, inadequate mastery of vocabulary, felt shy to speak, their speech was hardly comprehensible, and as a result they used Indonesian most of the time. The problems might occur because students who are majority also workers have limited time to practice and to increase their English skills both in classroom and their workplaces. Due to this reason, I would like to improve the students' speaking skills through video dubbing project.

Speaking means conveying information or expressing feeling and thoughts through language. Harmer (2007:384) argues that speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot. It means fluent speaker must be able to produce the language automatically without having time to edit or revise as in writing. In order to achieve fluency in speaking foreign language, EFL learners should be able in conceptualizing, formulating, and articulating the language and the automaticity as well. Speaking can be assumed as the most difficult skill for most of EFL learners. Thornbury (2005:39) breaks down the difficulties that the learner-speaker faces into two, (1) knowledge factors; the learner does yet not know aspect of the language that enable production, and (2) skill factor: the learners' knowledge is not sufficiently automated to ensure the fluency. Therefore, teaching speaking should help students to improve their communicative competence.

Teachers should build students confidence and create a positive classroom atmosphere .The role of teacher in decreasing the reluctance students by encouraging the students to learn, not focusing on their score test and error are very helpful. Baird (2002:30) suggested that the atmosphere for teaching and learning is also a major factor to promote students to learn. A good encouraging atmosphere can promote students confidence in language learning.

### **The Use of Video Dubbing in Language Learning**

Afterward, teachers also need to provide an appropriate teaching method and media to provoke the students speaking skill. Video can be used as an appropriate media in teaching speaking skill. Through video, teachers can apply many attractive teaching learning activities especially speaking. Cakir (2006) mentioned some other ways for using video in a classroom; active viewing, freeze framing and prediction, silent viewing, sound on and vision off activity, repetition and role play, reproduction activity, dubbing activity, and follow up activity. Video dubbing, for instance, can be used to develop students' creativity, enhance their narrative and artistic skill and encourage collaborative learning.

Dubbing can be identified as an activity to change the sound or speech on a film or video into another language. Dubbing is a type of audiovisual translation ... consisting of a replacement of the original track of a film containing the source language dialogs, for another track on which translated dialogs in the target language are recorded (Chaume, 2006). Cakir (2006) states in dubbing activity, students are asked to fill in the missing dialogues after watching a sound-off video episode. It is interesting and enjoyable for the students to complete a scene from the video by dubbing. In line with Cakir, Anil states movie clippings or visual advertisements can be used to make learners to give voiceover to the prescribed clippings (Anil, 2016)

Film Dubbing utilizes authentic film clips, with which learners dub the voices of muted characters (Chiu, 2012). VD is much different with role plays as the students have to perform from beginning until the end. On the other hand, VD can be done and redone as often as needed to get the best possible final results (Burston, 2005). Consequently, students will have self-monitor and can do rehearse until they have satisfied result.

According to Burston, VD has two basic forms namely (1) Substituting student voices for an existing soundtrack. The preparation of soundtracks affords substantial listening and reading comprehension activities as well as abundant pronunciation practice. (2) Muted video clip and create scratch their own storyline and accompanying script. Matching a dialog to a scenario requires students not only to use the lexicon and grammar learned through the course syllabus, but, even more so, to supplement what they have learned in the course with new vocabulary and grammatical structures appropriate to the context (Burston, 2005). In short, muted video clip does not only enable students in repeating the dialog accurately but the engagement of students in creating their own storyline and sentences construction indeed.

On the other hand, the process of video dubbing is a time-consuming which may takes hour to record the audio and match to the video. Cintas&Orero (2010) stated it involves replacing the original soundtrack containing actors' dialogue with a TL recording that reproduces the original message, ensuring that the TL sounds and the actors' lip movement are synchronized in such way that target viewers are led to believe that the actors on screen are actually speaking their language. Fodor (1969) in Cintas&Orero (2010) distinguishes three types on synchrony; 1) phonetic synchrony known as lip sync (hrony), takes care of fitting the target text into the mouth openings of the onscreen characters, particularly in instances of close-ups. 2) Character synchrony is the translation with the actors' movements and gesture. 3) isochrony consists in making sure that the

duration to be translated exchanges is in the tune with the duration of the original one and the utterances can be comfortably fitted between the moments the actors open and shut their mouth. Thus, VD project should apply those types of synchrony to produce a good result of video dubbing.

## METHODS

### Research Design

The present research is a classroom action research. Action research is a process of currently inquiring about problems and taking action to solve them. It is a sustained, intentional, recursive, and dynamic process of inquiry in which the teacher takes an action-purposefully and ethically in a specific classroom context to improve teaching/learning (Pine, 2009:30). The procedure of the research will go through the process of research design by Kemmis, Taggart and Nixon (2014) which consists of planning, action, observation, and reflection.

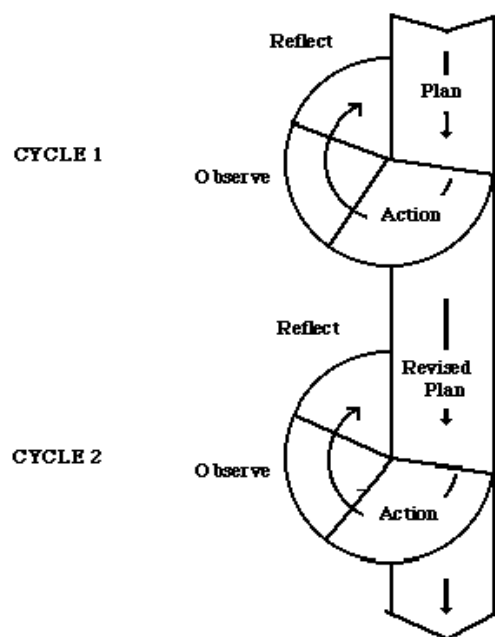


Figure 4.1 Kemmis and Taggart Model of Action Research

There are two cycles in this research where all participants, lecturer, students, and observer performed their duty during the procedure as suggested by Arikunto (2012:16): planning, acting, observing, and reflecting.

#### 1. Planning

In this step, the researcher conducted the preliminary study to identify research question through observation of the students to get the pilot study. Before implementing the project, researcher prepared the following:

- a. Teaching design to be applied, teaching materials, lesson plan, teaching aids such as projector, loudspeaker, microphone, recorder, camera, cable extension, hard disc, VCD, and laptop.
- b. Classroom observation sheet to record the situation in the classroom during the intervention of the project.
- c. Rubric assessment

Besides planning the project, the researcher also had to anticipate the problems that might happen in the class and find ways to overcome the problems beforehand.

2. Action (implementation of Video Dubbing Project).  
The researcher implemented video dubbing for teaching speaking in the classroom by following the lesson plan. The procedure of Video Dubbing project adopted Burston outline as below:
  - a. Video source selection. Researcher selected film and cut each video into duration  $\pm 5$  minutes.
  - b. Researcher will install Windows XP Movie Maker/Wondershare Filmora, video format converter, audio format converter, One-track audio recorder, and two-track audio recorder, and hard disk (32 GB), students were assigned to provide them too, except the hard disk can be in a lower space  $\pm 5$ GB
  - c. Students watched the video clip with no sound, analyzing the language context, personality of each character in the video.
  - d. Researcher played the video and gave  $\pm 10$  minutes for students for dialogue creation in a group of 2-3 students. As warming activity, researcher asked some students to dub video by creating their own storyline spontaneously.
  - d. Students read the dubbing script and rehearsed their pronunciation.
  - e. Students dubbed the speeches, recorded the speeches on the sound track, imported the sound file, did self-assessment, and saved the VD (Burston, 2005).
  - f. After implementing the VD Project, researcher evaluated the students' speaking skill through oral tasks
3. Observation is also conducted to gather information about the implementation VD project. Observer figured out how was the implementation of VD project in the classroom, the classroom atmosphere, students' performance, and teachers' performance. The observer who was the peer lecturer went around the class to observe the students activity during the discussion, recording and editing.
4. Reflection which means reflects on, evaluate and describe the effect of the action. The data of post-test for each cycle, data of questionnaires, field notes from the researcher and observer were used to know the enhancement of the students' achievement and to provide better understanding for next cycle. In this step, the researcher gave pre-test before the implementation of VD project and gave post-test at the end of the first cycle. The researcher evaluated the implementation by comparing the mean score of the pre-test and first post-test to do revision in order to improve the implementation of VD project or planning next cycle. After the implementation of the second cycle, the researcher conducted the second post-test to compare the first post-test result with the students' achievement in the second post-test.

### **Setting and Participants**

The setting of the research was University of Riau Kepulauan which is located in Jl. Batu Aji Baru no.99 Batam. However, this university also has another branch which is located in Batam Centre. The research involved the fourth semester students of university of Riau Kepulauan located in Batam Centre.

### **Data Collection Methods and Analysis**

The data of pre-research was gathered through the researcher's experience in teaching speaking for 4<sup>th</sup> semester students at UNRIKA which was recorded through teaching observation

of pilot study and pre-test. In enquiring, the data was obtained through questionnaire which was used to find the students' genuine self-perception regarding the implementation of VD project. The researcher adopted the survey form- student reactions to instruction and courses by IDEA Center-Kansas State University (National Research Council, 2003:166) to find out the students' perception towards the implementation of VD project. Finally the data was obtained by using and making records of the students' project through audio and video tapes. After the video and audio were combined, the researcher with the help of an observer assessed the students speaking skill based on the speaking rubric assessment.

According to Ary, et al (2010:530) data analysis in action research involves reviewing the data while they are being collected and attempting to synthesize and making sense out of what is observed. Since the research use multiple source of data which consist of qualitative and quantitative data, thus, the analysis followed different stages as follow:

1. Data of questionnaire of students' perception regarding the interventions were analyzed by using Likert Scale. Data of observation from an observer were used to compare the result of the questionnaire with the description in the field.
2. Quantitative data, on the other hand, will be used to measure the result of the intervention of the VD Project in teaching learning process by comparing the result of pre-test before the implementation and the result of post-test after the implementation of the VD project in the first cycle and continued to the second analysis by comparing the score obtained in the post-test of first cycle and post-test of the second cycle.

## FINDINGS AND DISCUSSION

### *Test Result*

The result of pilot study revealed that students were reluctant to speak, the duration in a meeting was not sufficient for all students to have a practice, and most speaking activities did not provide an opportunity for all students to practice whether with their friends or lecturers. The result also relevant with the data obtained during pre-test as shown in the table below.

*Table 1: Table of Pre-test*

No	Aspects	Mean
1	Pronunciation	13.22
2	Fluency	13.36
3	Vocabulary	13.5
4	Grammar	13.44
5	Comprehension	13.5
<b>The average of students total score</b>		<b>67.02</b>

*Table 2: Table of Frequency of pre-test*

Score range	Letter	Category	Frequency
50-59	D	Poor	6
60-69	C	Average	14
70-84	B	Good	14
85-100	A	Very good	0

The table above shows there are 6 students who got score in the range of 50-59 in poor category or D and 14 students got score in the range of 60-69 in average category. Based on the

result of the pre-test, it was identified that more than half of the students need improvement to reach good category or excellent speaking skill.

The results of the post-test on the first cycle increased compared with the pre-test score as shown in the table below. The mean score of the pre-test was 67.02 meanwhile the mean score of the post-test cycle was 83.63 with total improvement 16.61. Based on the result obtained, it reveals that students' speaking skill was enhanced after the implementation of the project. The improvement also

*Table 3: Frequency of Post-Test Cycle 1*

Score range	Letter	Category	Frequency
50-59	D	Poor	0
60-69	C	Average	0
70-84	B	Good	22
85-100	A	Very good	14

The table above shows the frequency of students' speaking skill after the implementation of VD project in the first cycle. Students' achievement was increased compared with the pre-test as none of them got poor or average score.

*Table 4: Comparison of Students' Mean Score on pre-test and post-test cycle 1*

No	Aspects	Mean score of pre-test	Mean score of post-test cycle 1	Improvement
1	Pronunciation	13.22	16.83	3.61
2	Fluency	13.36	17.08	3.72
3	Vocabulary	13.5	16.86	3.36
4	Grammar	13.44	15.72	2.28
5	Comprehension	13.5	17.13	3.63
<b>The mean of students total score</b>		<b>67.02</b>	<b>83.63</b>	<b>16.61</b>

The data on the table above shows that there is an improvement in all aspects speaking achieved by students after the implementation of the VD project. The mean score of the students was also increased 16.61 which meant the implementation of VD project was effective. The lowest score was in grammar category with the improvement 2.28. It happened as the activity in VD project required the students to dub the speeches directly without the script during the test. As a result, students had to be able to produce the dialogue that match with the video by creating their own storyline and tended to ignore grammatical features of the language.

The result of the post-test in the second cycle showed that there was an improvement of the students achievement compared with the post-test cycle 1, The mean score of the students was 90.61 with the lowest score was 82 and the highest score was 98. The following table shows the frequency of students' speaking skill and comparison of the post-test cycle 1 and post-test cycle 2.

*Table 5: Comparison of Students' Mean Score on Post-test Cycle 1 and Post-test Cycle 2*

No	Aspects	Mean score of post-test Cycle 1	Mean score of post-test cycle 2	Improvement
1	Pronunciation	16.83	18.69	1.83
2	Fluency	17.08	18.50	1.42
3	Vocabulary	16.86	18.22	1.36
4	Grammar	15.72	16.83	1.11
5	Comprehension	17.13	18.63	1.50
<b>The mean of students total score</b>		<b>83.63</b>	<b>90.61</b>	<b>6.98</b>

The table above shows the mean score of the students' speaking skill was 90.61, the lowest score was 82 and the highest score was 98. It means that most students were in good category and some of them were in very good category. However, table 5 shows that grammar aspect was still in the lowest level. It means that VD project does not really effective to help students' grammar.

#### 1. Observer sheet

The observer confirmed in cycle 2 that students get more involved and the atmosphere affected the students' attitude towards the learning.

*The students get more involved with is and most of the students paid more attention with the activity. The classroom atmosphere becomes more relaxed by the activities.*

*(O2M3 11/7/2019)*

Regarding students' performance, observed explained that students showed good performance and enjoyable but suggested to enhance their understanding related to teaching material.

*The students' performances are good enough, they look joy and feel motivated but their performances need more deeply understanding of the materials. (O2M3 11/7/2019)*

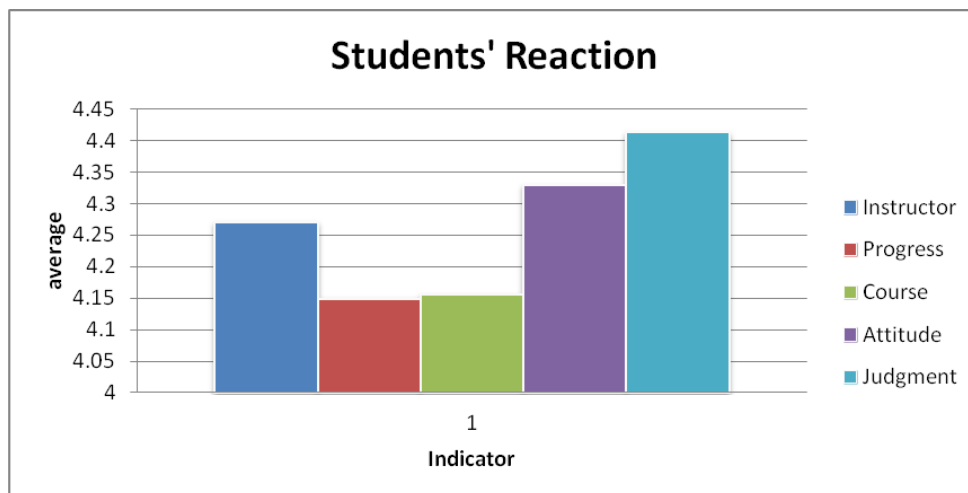
Meanwhile, observer confirmed that the lecturer had shown good performance during her teaching.

*The teacher's performance is good. It showed from her creativity in designing the learning activities. She has good preparation before teaching the class. (O2M3 11/7/2019)*

#### 2. Questionnaires

The result of questionnaires indicates how students' reaction toward instruction and course during the implementation of video dubbing project in speaking activity. The questionnaires were divided into five categories namely the course subject, the instructor, and students' progress, students' judgment, and students' attitude. The result revealed that students showed positive reaction towards the course and lecturer as shown in the figure below.





### Discussion and Implications

Major findings were presented based on the two research questions including the discussion of each aspect in summary. The implementation of video dubbing project in teaching speaking was as follow: the first cycle was conducted by dubbing muted video in English. This stage helped students' intonation, lip synchrony, and pronunciation. The result was in line with Karimzadeh (2017) who stated dubbing based strategies have a significant influence on native like pronunciation development and Pamungkas (2019) also proved that video dubbing improved students' pronunciation. The next activity was translating the movie script from Bahasa Indonesia into English followed by dubbing the muted video using the translated script. The activity motivated the students to be more active to practice their English and engaged during the learning process. Lertola (2017) reverse subtitling and dubbing were perceived as stimulating language task that encourage students to seek greater exposure to the L2. Moreover, dubbing process had given an opportunity to students to the exposure of language in speaking, repetition, and self practice. Abrar, et.al. (2018) revealed that practicing the language (self-practice, practicing the language with tutors and peers, practicing the language with media and technology) maintaining a positive motivation was one of the way how EFL students in Indonesia deal with English speaking. The final activity was dubbing video by creating storyline spontaneously. Observer and researcher found the practice of direct dubbing had a positive effect on students' involvement in learning process. Students showed an enjoyment and being entertained as they had to do repetition anytime one of their member made mistakes, missed some parts in the clip, mispronounced, or being nervous. However, after some repetition during the speech dub in the first cycle, students did less repetitive activity in the second cycle and spoke more confidently. It can be concluded that students' fluency had improved and got less anxiety. Requena (2015) also explains that the inclusion of repetitive element in video dubbing had contributed to students' fluency.

### CONCLUSIONS

The improvement of students' speaking skill after the implementation of video dubbing project shown by result of post-test in each cycle. The research findings were related to what extent video dubbing project can enhance students' speaking skill. The pre-test result showed the mean score of students was 67.02 and categorized as low score. The result of post-test cycle 1 after the

implementation reached 83.63 and post-test in cycle 2 was 90.61. The findings obtained proved that video dubbing project in an effective activity for teaching speaking.

According to the findings, it can be concluded that video dubbing project had a positive effect on the enhancement of students' speaking skill in most aspects. Moreover, the activity during storyline creation enabled the students to foster their grammar and vocabulary as well. When students engage in scenario creation, such activities also foster advanced grammar and vocabulary acquisition (Burston, 2005). Therefore, video dubbing is suggested to be implemented in teaching speaking activity with more attractive ways and well-planned. However, results regarding grammar and vocabulary required further research. Dubbing spontaneously had driven students to spontaneous speech production in target language and tended to avoid grammatical aspects and dictions.

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## APPENDIX 1

### Data of Pre-test

Table 1: Data of Pre-test before the implementation of VD project

No	Participants	Pronunciation	Fluency	Vocabulary	Grammar	Comprehension	Total Score
1	St1	13	14	13	13	14	67
2	St2	15	14	14	14	13	70
3	St3	13	12	13	13	13	64
4	St4	15	16	15	14	14	74
5	St5	12	11	12	13	12	60
6	St6	12	12	11	12	13	60
7	St7	13	13	12	13	13	64
8	St8	13	12	12	13	12	62
9	St9	13	13	13	13	12	64
10	St10	16	16	17	15	16	80
11	St11	15	15	16	14	15	75
12	St12	16	16	16	15	15	78
13	St13	10	10	12	11	12	55
14	St14	10	11	10	10	13	54
15	St15	12	12	12	11	10	57
16	St16	15	16	16	16	17	80
17	St17	10	10	10	12	10	52
18	St18	16	15	16	15	16	78
19	St19	15	14	14	14	15	72
20	St20	14	15	15	15	15	74
21	St21	13	14	14	14	13	68
22	St22	12	12	13	12	12	61
23	St23	13	14	14	13	14	68
24	St24	13	14	14	14	14	69
25	St25	14	14	14	15	14	71

26	St26	14	15	15	15	14	73
27	St27	14	14	15	14	14	71
28	St28	13	13	14	15	14	69
29	St29	12	13	13	14	15	67
30	St30	14	15	14	14	14	71
31	St31	13	13	14	14	13	67
32	St32	14	13	13	13	14	67
33	St33	15	15	14	15	15	74
34	St34	13	14	15	14	14	70
35	St35	10	10	11	12	11	54
36	St36	11	11	10	10	11	53

**APPENDIX 2**Table 2. Students post-test of the 1<sup>st</sup> Cycle

No	Participants	Pronunciation	Fluency	Vocabulary	Grammar	Comprehension	Total Score
1	St1	16	18	17	15	18	84
2	St2	17	18	17	16	18	86
3	St3	16	17	17	15	17	82
4	St4	18	17	17	16	18	86
5	St5	17	15	16	15	15	78
6	St6	17	16	16	15	16	80
7	St7	16	17	16	15	16	80
8	St8	16	18	17	15	17	83
9	St9	18	18	17	16	16	85
10	St10	18	19	19	15	17	88
11	St11	18	18	17	18	18	89
12	St12	18	19	18	18	17	90
13	St13	19	20	18	18	18	93
14	St14	15	17	15	14	16	77
15	St15	17	17	16	16	18	84
16	St16	18	19	18	17	17	89
17	St17	13	14	14	13	16	70
18	St18	17	18	18	17	18	88
19	St19	16	18	17	16	17	84
20	St20	17	16	17	16	16	82
21	St21	16	17	16	15	16	80
22	St22	17	16	17	15	18	83
23	St23	16	18	17	15	18	84
24	St24	18	16	16	15	17	82

25	St25	17	16	18	16	17	84
26	St26	16	17	18	16	18	85
27	St27	17	18	16	16	18	85
28	St28	15	16	17	15	17	80
29	St29	18	17	17	16	18	86
30	St30	18	16	17	16	17	84
31	St31	17	16	16	15	17	81
32	St32	16	16	17	16	17	82
33	St33	18	17	18	16	18	87
34	St34	16	17	16	16	17	82
35	St35	16	16	17	16	17	82
36	St36	18	17	17	16	18	86

**APPENDIX 3**Table 2. Students post-test of the 1<sup>st</sup> Cycle

No	Participants	Pronunciation	Fluency	Vocabulary	Grammar	Comprehension	Total Score
1	St1	18	19	17	17	18	89
2	St2	19	18	18	16	20	91
3	St3	17	18	18	16	18	87
4	St4	18	17	19	17	20	91
5	St5	19	18	16	18	18	89
6	St6	18	19	17	18	19	91
7	St7	18	17	16	15	16	82
8	St8	17	18	17	15	17	84
9	St9	19	18	17	16	16	86
10	St10	19	19	19	15	17	89
11	St11	20	18	17	18	18	91
12	St12	20	19	18	18	17	92
13	St13	18	20	18	18	18	92
14	St14	19	18	17	15	17	86
15	St15	19	18	20	16	18	91
16	St16	20	19	20	19	19	97
17	St17	17	17	17	16	17	84
18	St18	20	20	19	19	20	98
19	St19	17	19	18	16	18	88
20	St20	19	19	19	17	19	93
21	St21	18	18	19	16	17	88
22	St22	19	19	19	16	19	92
23	St23	19	19	18	15	18	89
24	St24	18	18	18	16	19	89

25	St25	19	19	19	18	18	93
26	St26	20	20	18	17	20	95
27	St27	19	18	18	17	19	91
28	St28	17	19	19	18	20	93
29	St29	20	19	20	16	18	93
30	St30	20	19	18	19	20	96
31	St31	18	19	20	17	19	93
32	St32	19	17	18	17	18	89
33	St33	20	20	19	18	18	95
34	St34	20	19	19	17	19	94
35	St35	18	17	19	17	19	90
36	St36	18	18	18	17	20	91