Investigating the Students' Perception toward Implementation of Mobile Video Dubbing in Higher Education

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Abstract - The pandemic covid-19 outbreak has changed the implementation of face-to-face (FTF) class into online class through distance learning model in many countries including Indonesia. Lecturers in higher education, therefore, are expected to be able to manage the course in order to help the students to deal with the situation. Observing the mobile phone has been part of students' lives, applying a mobile video dubbing project in teaching philosophy course can be used as an alternative to facilitate students learning the content, technology, and language. This research aimed at describing the Islamic Religion Education (PAI) Department at UIN Mataram students' perception of the implementation of a mobile video dubbing project in the teaching of philosophy. The study employed mixed-method approach with survey design. To elicit their perception, two instruments were used; they were questionnaire and interview. The result shows that students had positive perception as it enhanced their course content understanding, improved their technology literacy, and empowered their native language accuracy. Furthermore, students believed this project reduced their anxiety as they might fix errors many times in non-FTF project. Then, this study provides insight that the project is not merely suitable for language course but is also applicable to content course.

Index Terms – students' perception, mobile video dubbing, teaching philosophy, content course, higher education, distance learning, online class

1 INTRODUCTION

Pandemic Covid-19 outbreak has made the 213 countries suffering crisis in many sectors. (WHO, 2020) and one of them is education sector. The worst impact of this pandemic had forced 26 countries to terminate students to go to school (Huang, et al., 2020). For some other countries including Indonesia, to protect the students, the governments have followed the request of the World Health Organization (WHO) to apply physical distancing rule and change the operation of Face-to-Face learning model into online learning model or distance learning in all over Indonesia (Muslimin & Harintama, 2020).

In the higher education institutions (HEIs) in Indonesia, the implementation of distance learning model is not something new in some areas in Indonesia, as the immersion of technology inside the learning and teaching has been carried out for last decade. The background of applying it is because of Indonesia geographical conditions which consists of thousands of islands from east to west compared to other countries. The idea of distance learning is about an attempt to maintain the learning in separated area using the internet connection and technology including mobile phone. (Guri-Rosenblit, 2009). Burns (2011) states that distance learning is a method without face-to-face tutor communication as an aid in crisis time.

Doing the distance learning, teacher can hold Synchronous Teaching Methods (S.T.M.) and the other Asynchronous Teaching Methods (A.T.M.) (Tsolakidis & Fokides, 2002). The STM usually is held by conducting teleconference, live video chats, or group phone call. While, the ATM is conducted by using content learning platform (Riwayatiningsih & Sulistiani, 2020). Regarding the various internet connection in different students' home in the same time which usually hinder some students' ability to join the synchronous distance learning method, most teachers apply ATM.

One of the ATM activity that teachers usually apply in philosophy class is asking students to do video dubbing. Video dubbing is one of modern teaching technique. According to Winarko (2012), in modern teaching technique, the teacher should be creative and innovative. Here, teacher must employ teaching method which apply authentic materials as well as using the current trend of technology. Furthermore, researchers like Kitano (2001) and Cahyono (2010) suggest teachers, as facilitators and counselors in the class, use various techniques and set a supportive environment in order to enable the students to minimize anxiety. The video dubbing uses video that is from authentic material, movie clips, arranged pictures, which is muted (Chiu, 2011). Buston (2005) stated that the students substitute the existing soundtrack in movie with their voice. Furthermore, to process the video dubbing, the dubber may use the simple software that is called Mobile KineMster. Then, video dubbing pro-vides a unique opportunity for expressing core understanding and language skill with contextualized scenario (Chiu, 2011). Importantly, video dubbing is a method to make the dubber understand more the content of the video. It is because the under-standing of the video content becomes the prerequisite before the dubber is able to dub the mute video and also in order to be able to match the dubbing voice with the video.

There have been many studies related to the implementation of video dubbing in the classroom. A study on the students' perspective on a video dubbing activity has been carried out by Kuswardani and Wahyuni (2013). They, specifically, were investigating students at Sekolah Tinggi Pariwisata Bandung (STPB) taking English for Specific Purposes (ESP) Course. Their finding showed that a video dubbing activity created excitement feeling, new experience in learning, and provided them feedback on their own performance. Manurung and Pohan (2019) has revealed that almost all students showed good perception on the implementation of video dubbing activity to teach language skill. Similar finding was also mentioned Supardi and Putri (2018). Hence, the limited study on the implementation of mobile video dubbing in non-language course strengthen the urgency of accomplishing this research.

Following those experts, the author, as the teacher in philosophy course in the classroom, taught the students how to perform video dubbing by using Mobile KineMaster and asked them to record their own voice as the resemblance of the real video soundtrack and transfer their records into mute movie clips and related pictures arranged clips. The teacher' choice came to administer mobile video dubbing to students because : 1) the students are attached to mobile phone most of day which help them to be familiar with its application (Hanif et al., 2018), 2) the class that students' joining is philosophy that is content course which is mostly boring if the students read and fulfilling the task for assessment, 3) the students will have more anxiety if the teacher apply STM for all class meeting (Guichon, 2010), and 4) the students need new activity that lead them to get more motivation to learn the content, add more technology literacy, and improve their native language competence. Furthermore, teacher taught students earlier how to use KineMaster application their mobile phone and how to do mobile video dubbing. Renandya (2013) notes that when the student out-put is the concern of teaching and learning activities, tasks should be designed to link input and out-put practice, such as giving models to be listened. Also, the teacher gave students much times to practice (Ur, 1999). This activity aimed at providing students much time in preparing their course content presentation, showing their course content understanding, giving a chance to all the students to participate, raising the students' willingness to fulfill the project because they were free to choose any movie clips and pictures which were interesting to them in area of philosophy.

This paper, however, does not mean to measure the effectiveness of mobile video dubbing project in philosophy classroom or to prove statistically that a video dubbing activity can improve students' content course understanding. This paper is limited at describing the student perspectives on the implementation of mobile video dubbing project during the teaching of philosophy course in higher education and their reasons to claim their perspectives.

2 METHOD

The present study employed mixed-method by embodying both qualitative and quantitative data. Aramo-Immonen (2011) states that mixed method research is one of approaches that combines or mixes both quantitative and qualitative approaches. Being more specific, Creswell (2014) defines that qualitative method applies distinctive approach compared to quantitative method in its scholarly inquiry. How-ever, both have similar processes though the qualitative concerns

the data taken from text and image. It applies unique steps to analyze the data and draws on different designs. While quantitative method is a research that is implemented by gathering numbers as the data to make synthesize from samples about the targeted phenomena (Muijs, 2011).

Regarding the objective this study, the author decided to employ a method namely survey study. Nunan and Bailey (2009) state that survey study is aimed at obtaining the insight of attitude, condition, or event from the whole population in a certain time by gathering data which are grabbed from decided sample in population. The survey should be implemented systematically to collect enough information about social setting, personal information, and agenda.

The data for the present study was taken from the Islamic Religion Education (PAI) Department, Faculty of Education and Teachers Training at State Islamic University of Mataram. The participants of this study were thirty-five students of PAI VA class who joined philosophy course in 2020-2021 Academic Year, where there were sixteen male students and nineteen female students. The class was chosen as it is the only class where the author taught philosophy course by implementing mobile video dubbing to teach the content.

The present study obtained quantitative data from questionnaire and the qualitative data from the interview. The questionnaire was administered after students submitted the mobile video dubbing project product. It was objected to know the students' perception on the elaboration of mobile video dubbing for learning philosophy. The adoption of questionnaire from Martin's study (2005) was preferable as it already had complete items to meet the objective of this study. There were twenty items consisting ten negative statements and ten positive statements discussing the students' motivations and interests, difficulties during project accomplishment, ineffectiveness of project, and the students' expectations. Then, the interview was done in the form of group interview by delivering four questions with the same topics in questionnaire.

To analyze the data from the questionnaire, the author used the quantification to get the percentage of each item as suggested by Robin and Heiberger (2011) which is described as follows:
Percentage of Item =   Number of Frequencies X 100
                                        Total Number

While, the data gathered from the interview were analyzed by coding the recording which then transcribed to find the reason of students' perspectives.

3 RESULTS AND DISCUSSION

According to the administration of the questionnaire session, the results depicted male students (M) tended to show more positive perceptions than female students (F) toward the elaboration of mobile video dubbing in philosophy course using mobile KineMaster. The results of questionnaire are described in details in the following table:

TABLE 1
STUDENTS' PERCEPTION ON IMPLEMENTATION MOBILE VIDEO DUBBING IN PHILOSOPHY

Elicited perspectives	The number of students elicit the perspectives									
	SA	%	A	%	N	%	D	%	SD	%
The benefits of the mobile video dubbing project										
I felt happy learning philosophy through mobile video dubbing project			15M	42	1M 10F	32	9F	26		
I was very concerned well to the lessons during mobile video dubbing			10M	29	6M 15F	60	4F	11		
I am interested learning Philosophy through mobile video dubbing project	8M	23	8M 7F	43	12F	34	1F	3		
I am more motivated to learn learning philosophy through mobile video dubbing project	8M	23	7M 1F	23	1M 18F	54				

Statement								
I find it reduced my anxiety to learn philosophy through mobile video dubbing project	1M	3	10M 14F	69	5M 5F	29		
I get more experience with technology when learning philosophy through mobile video dubbing project	13M 3F	46	3M 10F	37	6F	17		
Learning with mobile video dubbing helped me to improve my native language ability			9M 13F	63	7M 5F	34	1F	3
I can understand how to recite the content correctly by considering the purposive audience	2F	6	8M 10F	51	4M 5F	26	4M 2F	17
I can understand the content of video well because I transcribed the text first which then I practiced to dub	3F 2M	14	7M 5F	35	7M 11F	51		
The use of mobile video dubbing in learning process can enrich my vocabulary mastery in philosophy	13M 14F	77	2M 2F	11	1M 2F	9	1F	3
The disadvantages of mobile video dubbing project								
Mobile video dubbing makes the classroom learning time narrower			10F	29	15M 6F	60	1M 3F	11
Mobile video dubbing makes learning ineffective because of the lack of interaction between students and teachers	6F	17	7F	20	16M	46	6F	17
The use of mobile video dubbing makes learning in the classroom not delivered well by the teacher			3F 3M	17	16F 3M	54	7M	20
The use of mobile video dubbing is ineffective because between students and teachers cannot have face-to-face learning			3M 9F	34	9M 10F	54	4M	12
The use of mobile video dubbing makes learning not well understood by students					15M 19F	97	1M	3
Mobile video dubbing requires great electricity usage			8F	23	3M 11F	40	13M	37
Mobile video dubbing requires a high internet connection	3M	9	8M 16F	69	3F	9	5M	13
I don't understand the use of mobile video dubbing					9M 9F	51	7M 10F	49
Speaking presentations using mobile video dubbing are more difficult than direct conversation	12F 7M	54	5F 8M	37	1M 2F	9		
The use of mobile video dubbing facilities is expensive			3F 5M	23	14F 13M	77		

The above questionnaire data contains responses from male (M) and female (F) students in philosophy class. The data were gathered base on positive and negative questionnaires. The following are the data descriptions of the questionnaire:

The first question in the positive questionnaire is "I feel happy learning philosophy through mobile video dubbing project". The responses of this questions were 15 (42%) students from the total 16 male students agreed with the

statement. Then the 10 (29%) female students from the total of 19 females said neutral. The data depicts that male students perceived more positive than the female students.

The second question states "I am very concerned well to the lessons during mobile video dubbing". The responses toward this question were 6 (17%) of male students and 15 (43%) female students decided to be neutral. While, 10 (26%) of male students chose agree option. The responses draw a fact that again male students tend to deliver more positive responses than female. Although, some of them were neutral.

The third question says "I am interested learning Philosophy through mobile video dubbing project". The data showed that 8 (23%) male students and 7 (20%) of female students chose agree. However, there were 8 (23%) of male students chose strongly agree and it was about 12 (34%) of female students decided to be neutral. The data still strengthen idea that male students react more positive toward the third question.

The next question which mentions "I am more motivated to learn philosophy through mobile video dubbing project". It reveals the data that 1 (3%) of male students stand for neutral together with 18 (51%) of female students. The 7 (20%) of male students decided to strongly agree. The comparison of those numbers proved that females students were less motivated by mobile video dubbing in learning philosophy than male students.

The fifth item in the questionnaire is "I find it reduced my anxiety to learn philosophy through mobile video dubbing project". This question revealed fact that both male and female students experienced less anxiety to learn philosophy through mobile video dubbing project. The data said that there were 69 % respondents consisting of 14 (40%) of female students and 11 (33%) of male students agreed with the statement. However, there were about 5 (15%) of male students who voted neutral.

Based on the sixth statement in the questionnaire, "I get more experience with technology when learning philosophy through mobile video dubbing project", it was found that there were about 16 (47%) of all students stand on strongly agree. Then, it was about 10 female students agreed with the statement. The data summary reflect-ed that both female and male students dominantly believed the project improved their technology literacy.

According to the questionnaire number seven, "Learning mobile video dubbing helped me to improve my native language ability", 9 (26%) of male students answered agree, and 13 (37%) of female students answered agree. This result shows that more students in class believed that the project improved their native language ability. However, female students showed more percentage to agree than male.

The question number eight in questionnaire," I can understand how to recite the content correctly by considering the purposive audience ", was responded normally by both female and male students. The 8 (24%) of male students agreed and 4 (12%) of male students were neutral to the statement. There were 10 female students agreed and the other 6 students disagreed.

The ninth statement in the questionnaire is "I can understand the content of video well because I transcribed the text first which then I practiced to dub". The data showed that 5 students from both female and male students strongly agreed with the statement. Then, there were 7 (20%) male students stood for neutral, the other 7 (20%) male students agreed. In female students' side, there were 11 (34%) female students were neutral. This result described that both female and male students assume positive attitude to this item though the percentage is somehow equal to the students who stated neutral.

The last statement in positive questionnaire is "The use of mobile video dubbing in learning process can enrich my vocabulary mastery in philosophy", there are almost 13 (47%) of male students answered strongly agree, and also 14 female students strongly agreed to the statement. The result explained that all students perceived very strong positive benefit if the use of mobile video dubbing enriches the students' vocabulary mastery in philosophy.

The next part of the questionnaire described the students' negative perceptions on the implementation of mobile video dubbing project. The first questionnaire statement is "Mobile video dubbing makes the classroom learning time narrower". The table shows that the 10 (29%) female students agreed with the statement and the 15 (43%) of male

students decided to be neutral. The fact indicated that female students tended to enjoy learning philosophy traditionally without the project.

The second statement in negative questionnaire, "Mobile video dubbing makes learning ineffective because of the lack of interaction between students and teachers". As the contradictory with the male responses, most of female students agreed with this statement to show that the mobile video dubbing was ineffective. The data revealed the same fact with the previous question. Most female students believed that the project is ineffective as it could not create intensive teacher-students interaction. It was about 6 (17%) of female students strongly agreed and 7 (49%) of female students stood for agree option. While, the16 (46%) of male students decided to be neutral.

The third questionnaire, "The use of mobile video dubbing makes learning in the classroom not delivered well by the teacher". The data says that 7 (20%) male students disagreed. Whereas, 16 (47%) female students decided to be neutral. The responses showed that male perceived positively more than female students.

The fourth statement in negative questionnaire is "The use of mobile video dubbing is ineffective because between students and teachers cannot have face-to-face learning". Some students from both male and female sides decided to be neutral (females: 10 (29%) and males: 9 (26%)). Moreover, 4 (11%) male students stood for disagree while the 9 (29%) female students believed that the statement was correct. The responses described that male reacted more positively than the female students regarding the possibility to make face-to-face learning between teacher and students.

The fifth statement in questionnaire, "The use of mobile video dubbing makes learning not well understood by students", delivers data that many male and female students chose to be neutral. The portion are 15 (43%) of male students and 19 (54%) of female students. There is 1 (3%) of male students disagreed with the statement. The data concluded that most of students were doubt about the negative statement and decided to react normally for this item.

Discussing the statement number six in the negative questionnaire, "Mobile video dubbing requires great electricity usage", there were 11 (31%) neutral options grabbed from female students and 3 (9%) from male students. The 8 (23%) female students agreed and 13 (40%) male students selected disagree option. The data obviously explain that female students reacted negatively while male students reacted in oppo-site way.

The seventh questionnaire is "Mobile video dubbing requires a high internet connection". Most of male students stood for agree (8 or 23%) and strongly agree (3 or 9%). While the 16 (46%) female students chose agree option and some other decided to be neutral (3 or 9%). The data show that both sides perceived negatively the implementation of mobile video dubbing in term of the use of internet connection.

The statement number eight in questionnaire says "I don't understand the use of mobile video dubbing. The data from the questionnaire data explain that 7 (20%) male students and 10 (30%) female students disagreed. Then, 9 (26%) male students and 9 (26%) female students decided to be neutral. So, both female and male students mostly reacted positively to the implementation of the project.

According to the ninth statement, "Speaking presentations using mobile video dubbing are more difficult than direct conversation", 8 (23%) male students chose agree option which then was supported by 12 (34%) female students that chose strongly agree option. The data say that some students from both male and female sides thought that the project was more difficult than the ordinary presentation.

The last statement in the negative questionnaire is "The use of mobile video dubbing facilities is expensive". It was about 3 (9%) male students and 5 (14%) of female students agreed. However, there were 13 (37%) male students stood for being neutral. This result inferred that only few from both male and female students felts that the facilities to do the mobile video dubbing was expensive.

According to all descriptive findings from the questionnaire, the conclusion that can be drawn is that the male students appeared to show more positive and favorable perception than the female students. The male students believe more that the mobile video dubbing proved to give good impact to enhance students' philosophy course content

understanding, improve technology literacy, and escalate native language ability. However, some female students also show similar perception toward the project.

Furthermore, the further attempt to grab the in-depth information regarding the advantages and disadvantages of the project, the interview was conducted in the form of group interview to male and female students. The interview at first was at-tempted to dig out the advantages of mobile video dubbing. The students' responses were collected and summarized such as: First, it could train students with new vocabulary which are related to the movie clip and picture in the study of philosophy. "When I collect the picture about Aristotle, I learn a lot about him to decide words reflecting his prominent thought", said one of the male students.

Second, it reduced students' anxiety since they did present the philosophy materials by recording not in front of the audiences directly and they have time for preparation. From the students' point of view, this activity does contribute benefits; one of them is providing the students much time to prepare the student project performance. This supports Ur's (1999) idea on an ideal and successful project in class is providing much-time allocation to allow the students to prepare and to practice.

Third, the students learnt to recite correctly as being said by student: "I learnt to recite the script correctly as I also learnt how to do it from online dictionary and film". This confirms Renandya (2013:2) who points out that familiar materials can help students to perform better.

Fourth, video dubbing fostered students' fluency and content comprehension as they said: "Because the clip moves fast, I have to speak fast too. Also, we must know the meaning of the clip content to make the dialogue for dubbing". This statement strengthens a finding of research by Mandasari et al., (2017) that video dubbing enhances students' language pronunciation and content understanding.

Fifth, mobile video dubbing project gave students new experience on using multi-media technology in the mobile phone that they hold every day and every time. UNESCO (2006) states that the use of technology in learning improves literacy. It is undeniable that multimedia, and IT play important role in today's life. Assigning the students to record their voice got the students to make effort how to choose the best movie clips and pictures for the project, to record from the right position with right voice control, and how to make use of KineMaster software to edit the video so they can present visible, audible, and enjoyable videos. Seven out of thirty-five students admitted that before having the assignments they never knew how to operate a video recorder properly, and how to put and edit the videos in a mobile phone or gadget. After going through this project, they know how to operate a video recorder and how to do a video editing.

Sixth, it helps students to have a self-reflection (Ward & Duda, 2014). In philosophy course class, it is mostly teachers and peers who judge the students' performance. Going through this activity, the students could assess themselves; by watching the final video together with teacher and other students, they could see that their products was better than others or not. When it was better in terms of content, they might believe that they knew more the content than other students. Besides, they also admitted that from their videos, they knew what to maintain and what to improve in understanding philosophy.

According to the six advantages, it showed that mobile video dubbing is new technique in their content course (Kuswardani & Wahyuni, 2013) which then allows them to experience new learning atmosphere so that teachers could help the students to minimize the boredom of having monotonous distance learning class during the pandemic Covid-19 outbreak. In addition, this activity also got the students to eye-witness their own performance so they could notice their own strengths and weak-nesses.

In spite of the advantages mentioned above, mobile video dubbing also had weaknesses or disadvantages when it is applied such as time consuming for preparing the project and video production, incompatible computer software, and other technical problems, as student said: "Sometimes we have to rerecord because the hand-phone for recording does not have good recording quality".

Comparing to the previous studies, the present study shows more detail findings by comparing male and female perceptions toward the elaborations of mobile video dubbing in philosophy course in higher education. Furthermore, the

findings complete more the previous findings by Kuswardani and Wahyuni (2013), Manurung and Pohan (2019), Supardi and Putri (2018) which emphasize the benefits of video dubbing for improving students' language skill. While, the present study reveals that students' learning anxiety decreased, technology literacy improved, and students' comprehension on course content increased.

4 CONCLUSION

The present study was aimed at investigating the students' perception on the implementation of mobile video dubbing project in higher education and the responses. Then, it can be concluded that the project gave them advantages and disadvantages. The advantages, however, is more noticeable than the disadvantages as the advantages are more dominant. The responses from the group interview also supportive to the result of the questionnaire that revealed six advantages and some problems to finish the project.

The disadvantages of the activity inform us that in every beginning of teaching and learning activities, it is important for us tell the students that learning process is valuable; therefore, in determining their scores, teachers will not only focus on their final product but also on how they go through their learning process. By doing so, it is expected that they will not feel hesitant to do the project which require process and much time.

Finally, as this study only limited to the student perspectives toward the implementation of mobile video-dubbing project in philosophy content course at PAI Department of UIN Mataram. This study did not either prove statistically the project can improve the students' speaking ability or measure its effectiveness in teaching other content course. Therefore, the author would like to suggest the other researchers con-duct other studies such as Classroom Action Research (CAR) or experimental re-search.

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