

Development and Implementation of Instructional Video Dubbing (*IVD*) in Assessing Intelligibility

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Abstract. The study aims to assess the feasibility of the development and implementation of instructional video dubbing (*IVD*). It is a dynamic assessment technique for teaching intelligible pronunciation. The assessment is based on Vygotsky's zone of proximal development and mediated learning concept. A narrative case study was used, and the procedure steps up using analyzing, tailoring, and modeling (*ATM*) portrayed the learning atmosphere with a pre-test, mediated learning, and a post-test. The data were garnered from two pairs of peer in depth-interviewed as purposive random samples of sixty undergraduate 3rd-year student-teachers in the English education program who participated with consent. Cause of their being non-native pre-service English teachers whose utterances will become models for their students. The case study involved three participants in purposive samples. They need mediation to internalize the concepts of intelligible pronunciation. Therefore, the practice of *IVD* has a duty to provide learners with teachers' scaffolding and feedback as well as peer-to-peer mediation. It also becomes a laboratory for reflective practice, particularly improving student-teacher intelligibility, and early teachers' professional development in general. The finding reveals that the practice of *IVD* as a dynamic assessment, in my research context, brings about three aspects of intelligible pronunciation that are recommended to be internalized, namely syllable stress, unstressed syllable, and schwa as corrective feedback that can be used for a milestone of improving individual learning potential and their teacher identities, agency and professional development corresponding to the need of student-teachers current and future achievement.

Keywords: dynamic assessment, instructional video dubbing, intelligible pronunciation, narrative case study, zone of proximal development.

How to Cite: Kurnia, A., Hartono, R., Saleh, M., Wahyuni, S. (2022). Development and Implementation of Instructional Video Dubbing (*IVD*) in Assessing Intelligibility. *ISET: International Conference on Science, Education and Technology* (2022), 519-539.

INTRODUCTION

Despite of pros and contra of pronunciation teaching, intelligibility is increasingly being used as a popular target of comprehensible communication among English speakers. English is globally-spread to become *Englises*, English International language (*EIL*) (Renandya & Widodo, 2016), and English as a lingua franca (*ELF*) (Fang, 2017). The global interaction means not only our readiness to communicate in English among speakers with native speakers but also with the people of different L1. In addition, it doesn't mean that we should have two norms to learn for pedagogical purposes native speaker norms and English lingua franca core (*LFC*). Theoretically, *LFC* is defined as a "specific pedagogical core for speakers of *EIL*" (Jenkins, 2000) to reach the interaction target of intelligibility. Practically, *IVD* manages to translate lingua franca core (*LFC*) into classroom practice based research-informed as well as to construct student-teachers' early professional development"...as legitimate English practitioners as they have witnessed and encountered the increasingly important role of

English as a global lingua franca"(Widodo et al., 2020) However, the gap between theory and practice is still wide open, and empirical research evidence portraying how the lecturer assesses the feasibility of the development and implementation of *IVD* in gaining intelligibility into pedagogical classroom practice is still in infancy, and how the classroom practice of *IVD* as dynamic assessment technique of intelligibility can be formulated into evidence-informed-practice(Flynn, 2019), cause of video dubbing is under research for its new praxis that I introduce to *EFL* teaching and learning. Consequently, its practice should be assessed to become self-improving potential through regular evaluation in order to empower student-teacher abilities. Since intelligibility means strategy to create mutual comprehensibility and acceptability(Rahimi & Ruzrokh, 2016), learners can choose their own strategy *LFC* or *IVD* with priority prosodic features of native speaker norms. Of course, the answer will depend on the functional environmental context or the genre of authentic video material used by the learners.

The *LFC* model is the nature of non-native

speaker-to-non-native speaker and the native speaker model is the interaction nature of native speaker to non-native speaker interactions or vice versa. Despite applying *LFC* appropriately suffers from fundamental theoretical/pedagogical problems, I use *LI* norms for complementing *LFC* in gaining intelligibility, native speaker norms needed as well for language pedagogy without being over-deference (Hülmbauer et al., 2008) In this specific context, learners need for practical simple pedagogy to reach the skill of intelligibility, there is a need for a common core of phonological features between native and non-native speaker to provide a priority list of pronunciation teaching aspects for 'NNS'[non-native speaker] which would offer the learner a guarantee of comprehensibility and acceptability anywhere in the world' (Jenner, 1989). However, the core features that are significant for intelligibility according to *LFC* are not simple one. In addition, *LFC* does not touch student-teachers' vernacular background either. The priority list of *LFC* consists of "consonant sounds (except voiceless/voiced th and dark l), vowel quantity, consonant deletion and nuclear stress. In the same vein, non-core features insignificant for intelligibility are vowel quality (except the sound in *RP* (Received Pronunciation) fur – vowel addition), weak forms, consonant sounds (th and dark l), word stress, pitch direction and stress-timed rhythm" (Jenkins, 2007, p. 23). To solve the problem *IVD* offers a technique as a complement solution to assess intelligibility. Starting from the context of my belief as a non-native Indonesian English teacher, there are three aspects of awareness underpinning intelligible pronunciation pedagogy for Indonesian learners' to be internalized. The priority list of *IVD* encapsulates a common core of phonological features which consists of stressed syllables, unstressed syllables and schwa in simple vernacular formula inspired by William Shakespeare's *Iambic pentameter* "endang 'jeger" or "en'dang je'ger." or "ENdang 'JEger" or "en'DANG je'GER."

This simple practical formula manages to meet students' need for the training of intelligible pronunciation that they think it is necessarily for student-teachers in English educational program to recognize their learning potential how to internalize theory into practice and make preparation for their early professional development. The practice of *IVD* will

demonstrate how feedback and mediation from teachers and peers could lead other student-teachers to engage interactively in the dialogs where they can see one another's weak aspects of pronunciation and together they think of the right steps to correct unintelligible pronunciation or resolve their linguistic deficiency. By doing the mediation phase, the practice of *IVD* as a dynamic assessment procedure brings about corrective feedback that can be used for improving individual learning potential and in the long run the practice of *IVD* will reveal their teacher identities, agency and their professional development.

The empirical data of praxis of current pronunciation teaching in the research site shows that there is a certain inherent difference between current pronunciation teaching and *IVD*. Current pronunciation teaching tends to teach all aspects of pronunciation in isolation basing them theoretically, the instruction and static tests done separately in the middle and final examination. The result of the test symbolized on a 0-4 scale represented ABCDE as the final decision for the current measurement of the pass and fail criteria while *IVD* manages to integrate the procedure of intelligible pronunciation instruction and assessment immersing two folds included in it pretest and mediation phase. *IVD* aims at eliciting student-teachers independent and mediated learning experience of intelligible pronunciation in their group work of dubbing tasks interactively. The data is used as information for creating a more effective teaching and learning process. Particularly, for positional intelligible pronunciation genre in which intelligible pronunciation instruction is implemented inherently in their prosodic context and genre regardless of the accent of American, British, Australian, or lingua franca English. And in general, *IVD*, as a strategy of assessing and mediating student-teachers' cognitive to gain intelligible pronunciation, is intended not as a terminal but as a milestone for improving the student-teachers' learning qualities and capacities. So, it focuses more seriously on creating for their early professional career development as pre-service teachers and their teacher agency status.

However, current pronunciation teaching consists of regular activities in which the teachers cannot move from their mode 'to tell' and 'to instruct' in a traditional classroom or if the process of teaching and learning is carried

out in the laboratory, the mode is "listen and repeat"! And when it is time to have an examination, the tests are often limited to measuring the students' current performance level. There are no feedback and mediation in the current pronunciation teaching to be recommended to empower their learning potential to gain better achievement. These differences become particularly salient, in the case of current pronunciation teaching, due to the aspects to be taught that teaching pronunciation tends complicated cause of "native-like" standard and the means of static tests resulted in numeric 0-4 scale and quality standardized ABCDE that assumed to be able to represent whole students' cognitive aspects altogether and it is also used to predict the decision of their final learning ability and future achievements without mediation occurred.

METHODS

In line with the objective of the research, to assess the feasibility of the development and implementation of instructional video dubbing (*IVD*) used as a dynamic assessment technique for teaching intelligible pronunciation, the researcher steps up from enacting teaching English for Science and Technology in the 3rd-year student-teachers in the English education program. The objective of the course study is skillful at integrating science and technology into the tutorial of teaching English content. Thus, the methodology portrays qualitative mixed method design, narrative inquiry, case study, project based learning and a classroom-based study investigating the use of *IVD* as a media for increasing the student-teachers' critical intercultural awareness in the ELT context. In the classroom practice, dynamic assessment uses soliciting and sequencing of instruction and advice particularly in the pre-test step, in the mediation and post-test. Finally, in

depth-peer interview is conducted to obtain the hidden learning experience and learning potential. The collected narrative data was analyzed based on coding, data reduction, theme and categories applied in the *A-T-M* paradigm. The data of case study used *Praat* analyses of my daughter's voice recording and a student-teacher's. Here are the techniques of enacting the practice of teaching intelligible pronunciation in the classroom discourse. The first, to sequent the solicitation of instructions and advice in the *ATM* to take effect on the student-teachers' readiness to do the tasks in the *A-T-M* paradigm. The second enacting *ATM*, starting from step 1: Analyzing video of authentic material (how student-teachers interact with learning material as a pre-test), step 2: Tailoring video (in here occurred the hidden interaction of peer-to-peer mediation as data of the use of application of video editing to tailor a video), step 3: Modelling video (It consists of classroom presentation, discussion and lecturer's mediation as feedback data for modification of final product of *IVD*). The third is posttest to reveal the hidden narrative research data of learner-learner interactive learning process, the lecturer facilitated the eliciting technique of in-depth-interview geared to uncover and enhance students' learning potential. The in-depth interview then transcribed and analyzed together with post-production of *IVD* documented and uploaded in google drive or *Youtube* and the case study data of student-teachers' sound wave of *Praat* be discussed as research evidence to meet the objective of the research, namely, to assess the feasibility of the development and implementation of *IVD* as dynamic assessment technique for teaching intelligible pronunciation. Here are the overall of research procedures taken as follows:

Table 1. The techniques of sequencing of soliciting and eliciting

No	Soliciting	Eliciting
1.	It demonstrates how the sequencing of instruction and advice affect student-teachers' readiness to do the tasks eagerly, and the solicitation of advice also shed light on the practical problem of how to give the instruction of completing tasks or face-sensitive advice strategically (Goldsmith, 2000)	It demonstrated in the mediation and interview to uncover the hidden learning experience and their learning potential.
2	All these are done in all of the instructions in <i>ATM</i> paradigm,	Teacher mediation and peer-to-peer mediation

The population of the research is two classes (50-60) in the 3rd-year student-teachers in the

English education program, three of them taken as purposive samples with their consents and the

criteria of responsive participants. Procedures of enacting teaching practice uses the *A-T-M* paradigm. It means similar steps as a *pre-test-mediation-production/post-test* paradigm. The

research procedures of *ATM* are taken step by step. The activities of *A-T-M* paradigm are described in the table 2 as follows:

Table 2. The A-T-M paradigm

Step:	Analyzing (A)	Tailoring (T)	Modelling (M)
1.	Choose authentic video material!	Download the transcript!	Conduct your group presentation!
2.	Analyze the spelling in the first 3 minutes transcript!	Use google translate or Encarta dictionary!	Describe your individual task!
3.	Analyze stressed, unstressed and schwa in multi-syllable words	Cut 3 minutes video duration! and share individual task!	Display your power point! Share your understanding!
4.	Refer to the vernacular formula of “Endang Jeger”	Imitate, mirror and shadow the actor’s utterances!	Acting out based on individual role play!
5.	Watch and Replay the video!	Dub the video!	Video recording your performance!
6.	Listen to the audio!	Insert subtitle and recognize the stressed, unstressed syllable and schwa!	Edit and modify the content of video based on the given feedback
7.	Recognize the stressed, unstressed syllable and schwa!	Find out your mistakes in pronouncing stressed, unstressed syllable and schwa!	Upload to Youtube/google drive!

The pre-test is oriented on uncovering the individual learning potential when the student-teachers responds a consecutive instruction solicited by lecturer in the sequenced learning activities of *IVD*. The pre-test was conducted by asking the student reading 2-3 minutes duration of video transcript on how well their current abilities are able to complete the tasks of recognizing stressed, unstressed syllable and schwa prepared for *IVD* as diagnostic information for mediation. In the evaluation phase, the lecturer and the capable peer do interview the student-teachers’ reflection amid the peer and lecturer’s mediation that makes them aware of their mistakes and plan for self-refinement. The lecturer and competent peer assess the student-teacher’s awareness of intelligible pronunciation with feedback, scaffolding, and tutoring interactively. The mediators enable student-teachers to integrate technology and intelligible pronunciation practice. They improve student-teachers learning potential to empower the student-teacher’s understanding of cognitive abilities, the concept of intelligible pronunciation, learning competence, and skills of how to make successful problem-solving for any difficult

matter. The data taken from pretest, assessment, interview, and mediation provide” not only the information of the students’ learning potential, and individual cognitive planning ability but also the change in their strategy to internalize learning and transform learning into inner cognitive process” Kozulin and Garb (2002).

IVD’s dynamic assessment construct consists of a pretest, mediation, and posttest. The student-teachers’ improvement is seen through differential performance on the posttest. It is the indicator of the result of mediation (Shabani, 2016). The teachers and competent peers behave as mediators to support other student-teachers identify their learning abilities and to enable student-teachers to have awareness of pronunciations error and have the self-confidence to correct and overcome errors. *IVD* as a practical technique of modifying student-teachers cognitive process pays the first priority attention on evaluating student-teachers’ learning abilities by letting them doing the tasks of choosing their authentic video learning material to be dubbed. In this phase will be found out the kinds of emerging creativities and technologies they need to dub authentic video material. How the learning process occurred and

how the task of dubbing make student- teachers' improve their learning intelligence. In this case, dubbing means voiceover, imitating, mirroring, or shadowing. And to be more accurate, the student- teachers group of the presentation can use the application of video editing. They can watch the tutorial on *Youtube* on the ways how to insert student-teachers' soundtrack to replace the original voice of the actor or actress and let them do peer-to-peer mediation.

The posttest of narrative inquiry was taken by eliciting the in-depth interview with the sequence of instructions and advice in the three steps, analyzing, tailoring and modelling. In case study, posttest was taken by asking to record their utterance after training mediation. Finally, post-test of project based learning and a classroom-based study was given to elicit student-teacher's engagement and making meaning of their final product of *IVD* as a media for increasing the student-teachers' critical intercultural awareness in the ELT context. The learning of English involved both

linguistic and cultural dimensions of the language, ideas/perspectives/values, social practices, and artifact (Kusumaningputri & Puji, 2018). Thus, by the sequence of soliciting the instructions and eliciting the students' learning experience benefited not only providing information about the students' learning motivation, insight, attitude, intercultural communicative competence (*ICC*) but also how they change their learning strategy, improve their intelligence, intelligibility and their professional identity.

RESULTS AND DISCUSSION

Discussing the results of narrative inquiry using ATM procedure:

The result of narrative inquiry done in the under-graduated level of 60 participants, two groups of purposive random sampling consist of 4 participants using in depth-peer interviews will be discussed in the procedure of *ATM* paradigm.

Table 3. The *A-T-M* paradigm:

Analyzing			
R#:	Categories:	Learning ability=black, inability=red and peer mediation=blue	Teacher mediated
R#:	Choose authentic video material!	R 3...Film beyond the blackboard.. tentang perjuangan, ketulusan.. wanita..direkrut jadi guru di penampungan, nama Stacey Bess..usia 24 tahun... 2 anak dan suami.. sangat mendukung dirinya ..awalnya Stacey..bingung dan putus asa ..dengan keadaan anak-anak yang ..sangat liar .. fasilitas buruk.. ia .. tidak berpengalaman mengajar .bisa dikatakan benar2 'buta'. tapi stacey tidak..menyerah, ia tetap..mengajar ..., ia.. datang ke yayasan tetapi mereka seakan tidak mau tahu ...keadaan di tempat penampungan tersebut	R3 was mediating his friends telling the content of film hoping this spirit motivate other to build teacher identity and attitude. The same thing happened to H5 she has the ability to share her understanding about the content of the film and she did mediation. H16 told us her appreciation about the film
2.	Analyze the spelling in the first 3 minutes transcript!	H5... The Ron-Clark story... memiliki cerita .. menarik tentang seorang guru yang menginspirasi anak didiknya, maka dari itu saya dan kelompok memilih ini	The student-teachers was unable how to analyze spelling
H#	Analyze stressed,	H8.berkaitan dengan profesi saya dimasa depan karena ...menceritakan ... bagaimana guru menghadapi masalah H16. .. video tersebut .. sarat akan makna kehidupan. Iya, video tersebut adalah salah satu cara membuat kita tertarik belajar bahasa dengan media yang sangat menarik H30 kata yg salah Anda ucapkan kemudian Anda perbaiki sendiri? Jika ada coba berikan	H# has learning potential and awareness to have self-monitoring

	unstressed and schwa in multi-syllable words	contoh kata kata nya dalam kalimat! Ada ya, dalam kalimat "What are you gonna do suspend me go ahead suspend me, I wanna leave!" Kata "suspend" awalnya keliru bagaimana pronounciation nya tapi saya perbaiki	and correct her mistake. Lecturer guides her friends to do the same
4.	Refer to the vernacular formula of "Endang Jeger"	There is no comment	Lecturer needs to give the student-teachers training how to implement the formula
R# H#	Watch and Replay the video!	R13..anda cek kembali video yang telah di buat? ya selalu karna untuk mengevaluasi hasil dari ..video dubbing yang saya buat H9... video tersebut ...menarik, karena memiliki alur cerita dan topic yang sangat berkaitan dengan profesi saya dimasa depan juga cerita yang disajikan dengan pemecahan masalahnya...i tokoh utama, saya memerankan tokoh muridnya. yang menjadi mernarik adalah dia bisa memahami muridnya. ..masalah yang mereka hadapi dan tekad mereka dalam menyelesaikannya. H10.. Saya sangat suka kalimat 'Menjadikan kelas sebagai keluarga' karena kalimat tersebut menarik dan tidak selalu kita temukan di kehidupan, dan itu yang buat saya yakin untuk menerapkannya dimasa depan H13. ... bagian .. yg paling menarik .. divideo? ketika mr.clark menghadapi siswa yang berpikiran buruk .. saat akan ujian, .. dia mencoba membujuk siswa yang pesimis, dia memakai kalimat yang membuat siswa tersebut bangkit dan optimis dan saya suka bagian tersebut karena membuat kita tersentuh ... H22. Saya Samakan dulu baca sambil saya dengarkan jika sesuai maka sudah benar tapi jika tidak maka saya benarkan dan sesuaikan lagi H26 Kreativitas kita muncul saat kita harus bisa mengeluarkan berbagai macam suara sesuai dengan video yang akan kita dubbing. Untuk teknisnya, ketika mendubbing sebuah video, kita perlu mendengarkan kembali suara yang telah kita rekam. Apakah sesuai dengan tokoh yang kita dubbing. ... kita perlu merekam suara secara akurat sesuai dengan videonya, kita juga perlu mendengarkan kembali suara yang telah kita .. H29. Iya, kita perlu mengulang ulang ucapan dari aktor dalam video khususnya kalimat dialog yang aktor perankan, agar pronounciation, vocab dan nada kita sesuai dengan aktor yg ada dalam video. rekam, apakah pelafalan/Pronunciation kita sama dengan native speaker	H and R have positive attitude to correct her work, to do self-reflection, to control her problem, to find solution, to understand her pupil problem and spirit for solution. The lecture needs to mediate all positive aspect into practice. How to change negative thinking, anxiety to become optimistic. H22 mediates his friends How to dub video correctly. Practice reading alongside listening. H said to imitate various utterance need creativities. H29 helped her friends how to evaluate her recording to adjust her accuracy to the actor's voice. Her belief asserts it is necessary to do quality repetition to adjust to the actor's character or native speaker

R# H#	Listen to the audio!	R4 video ... menggunakan bahasa Inggris .. diperankan . orang inggris ..sangat fasih .. mengucapkan kata demi kata H6 keterkaitan antara video yang dipilih dengan meningkatnya pronounciation anda? saya pikir ada H7.kita bisa menirukan pronounciation sesuai dengan penutur bahasa aslinya, ... pasti sangat berpengaruh pada peningkatan kefasihan saya H14.kalimat saat mr.clark berbicara ke muridnya 'i know you can be smart and cool, in fact you so smart and cool ...you can be anything you wanna do'	Her orientation said that native-like pronounciation is better. The good quality video authentic material will affect learning quality. H14 exposes the power of words in igniting learning spirit
H#	Recognize the stressed, unstressed syllable and schwa!	H32. .. setelah video ..kita persentasi kan lalu dosen dan beberapa teman ada yang mengoreksinya. Dosen, karena mereka pasti lebih tau yang benar H33 Usaha saya dengan mempelajarinyai secara terus menerus dan meminta teman atau dosen saya untuk mengoreksi saya agar terus membaik H34. Schwa/tanpa tekanan(unstress) adalah suara vokal yang paling umum dalam bahasa Inggris. Kata yang sama yang memiliki dua suku kata akan menerima penekanan pada suku kata yang berbeda tergantung kelas katanya	H32 opens for receiving feedback. H33 needs to have lecturer and friends to create classroom as sustainable learning community. H34 need help to avoid misunderstand the concept of schwa and unstressed syllables

Discussing the result of analyzing authentic video material:

Table 3.1 The ability of analyzing video

N0	Learning ability=black=	Inability=red=	Peer mediation=blue=
1	H5	H	R3
2	H8	R	H5
3	H16	H30	H22
4	H30	H	H26
5	R13	R	H29
6	H10		H32
7	H13		H33
8	R4		H34
9 10 11 12 13	H6 H7 H14 H32 H33		

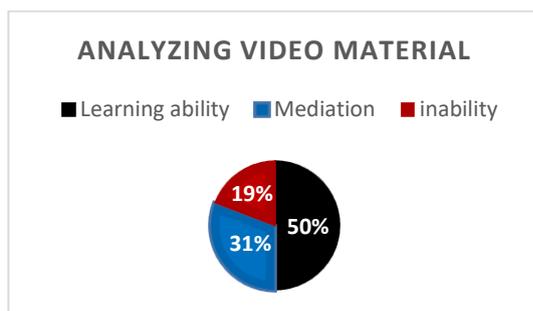


Figure 1. Analyzing video authentic material

The result of the analysis shows that there is 50% of the student-teachers are able to negotiate in selecting the qualified content of the video authentic material "...the simple transfer of knowledge is not so relevant in digital environment as the development of students' creative potential, professional skills and competencies with the potential of technologies and face-to-face communication. So, facilitative

interaction is regarded as the primary trend in Higher Education...”(Samoylenko et al., 2021) and this potential leads to mediate others to negotiate their best quality video for their learning material, 31% agree to accept the authentic video material given by their peer. 19% inability means that they are not able to recognize the concept of earning contents: stressed, unstressed syllable and schwa. Their abilities of analyzing the best learning video material was showed in the excerpt of the in-depth interview as follows:

R#R3.” Film beyond the blackboard.is the struggle of sincerity woman recruited to be a teacher at the shelter name Stacey Bess, age 24 with 2 children and very supportive husband. Stacey initially felt confused and desperate seeing the condition of her pupil being so wild living in so bad neighborhood and facilities. She was inexperienced how to teach but Stacey didn’t give up, she remains strong...” H#H5. “The Ron-Clark story is interesting. It is about a

teacher who inspires his students” H#H8. The story is my profession in the future. It tells us how teachers deal with problems. Thus, R# & H# have the ability to choose good quality video and able to analyze the content value as their intrinsic motivation to learn and develop their attitude, teacher identity, career and teacher agency. However, they still need lecturer’s guidance to practice mediation for other student-teachers

H#H16.”...the video is meaningful life. It makes us interested in learning. It is very interesting media” The excerpt of teachers’ struggle above touch our hearth felt and R#R3 was taking that protagonist role and now he agrees to substitute the role of actor and he will take pride to demonstrate it in front of the classroom to gain intelligibility. This situation guarantees that language acquisition will become self-fulfillment within classroom of IVD (Burgess, 1990).

Table 4. The *A-T-M* paradigm:

Tailoring			
R#:	Categories:	Learning ability=black, inability=red and peer mediation=blue	Teacher mediated
H#	Download the transcript!	H12. ..., video tersebut mengharuskan saya bisa membaca subtitle yang berarti mengimprove reading skill saya, .. juga melatih kita agar bisa mendengar penuturan bahasa yang ada di video lalu membuat pronunciation kita membaik yang nantinya berguna untuk mengajar siswa H.23.. Iya, saya diberi tahu oleh teman transcript yang sudah ada dan dia buat karena ini tugas kelompok	H12 has learning potential she agreed to the benefit of close caption for crosschecking what she hears. H23 receives help from her friends in group about her needs of transcript of video
2.	Use google translate or Encarta dictionary!	There is no chat	The student- teachers need to be tested their extended knowledge of the benefit of the application.
3.	Cut 3 minutes video duration! and share individual task!	There is no chat	Some of the students need to demonstrate how to cut video and their tasks’ exposure
R# H#	Imitate, mirror and shadow the actor’s utterances!	R5.... Saya.. sulit .. mengingat setiap adegan ..dalam video .. seringkali lupa kalimat atau kata yang ingin di dubbing kan. H28. Sebelum mendubbing kita perlu mendengarkan suara dari karakter yang akan kita dubbing lalu menirukan secara berulang-ulang agar hasilnya maksimal. Kita harus mendengar kan juga harus disertai dengan membaca scriptnya agar memudahkan kita dalam menirukan pronunciation dari native	R5 told his weakness he needed to practice reading transcript as scaffolding for dubbing video H28 mediated her friends how to maximize the result of recording by quality repetition, transcript as tool, and native speaker as model.

	<p>speaker. Dan betul seperti yang anda bilang kita mendengar native speaker sambil baca transcript agar ketepatannya baik</p> <p>H31.Saya terus mengulang ulang ucapan aktor dalam video tersebut. Jika teman yang salah maka saya menyuruh dia untuk mengulang ulang ucapan aktor dalam video.</p> <p>H33. Perlu, .. mempelajari pronunciation, ..mudah melakukan pelafalan khususnya dalam hal komunikasi. Jika .. pronunciation..tidak baik, .. orang lain akan kesulitan .. memahami apa yang akan kamu katakan</p>	<p>H32 showed her ability to learn and she also gave mediation how to have intelligibility</p> <p>H31 did peer-to-peer mediation to gain intelligibility</p> <p>H33 suggested it is important to have pronunciation training for fluency in English</p>
R# H#	<p>Dub the video!</p> <p>R7...film ..tentang ketulusan.. tidak gampang .. menyerah .. saya.. termotivasi untuk men dubbing video tersebut..</p> <p>R10. brapa lama?...kemungkinan hampir 1 hari karena dibutuhkan ... latihan yang sering karna saya sering lupa.</p> <p>R14... video dubbing membuat anda puas? tentu saja saya puas karna usaha saya tidak sia-sia dan hasil belajar ... ada.</p> <p>R16...untuk aplikasinya saya menggunakan kinemaster, ... tidak ada kesulitan apapun.</p> <p>R18Ya aplikasi ... berbayar, tapi saya ... mendownload aplikasi ... versi mod nya.</p> <p>H11... iya, karena dengan tugas tersebut keterampilan bahasa inggris saya...terasa .. berbagai segi, .. juga saya harus menggabungkan teknologi ...</p> <p>H15. ... saya bisa mendubbing video tersebut agar lebih bermakna dan saya harus bisa satu pikiran dengan tokoh yang saya perankan agar pesan dapat tersampaikan dengan baik pada pendengar</p> <p>H17 ... jika tertarik, meskipun .. sulit kita akan tetap mau mempelajarinya makanya itu menjadi salah satu kunci anak mau belajar</p> <p>H19. Ilmu .. bertambah .. terimprove setelah video tersebut ada 5 yang utama yaitu dubbing, editing, listening, reading dan pronunciation. skill tersebut .. nanti .. akan mengajarkan semua skill itu kepada murid saya</p> <p>H21..media penting bagi saya ada 3 ya, voice recorder, youtube dan capcut</p> <p>H24. ..Pronunciation saya banyak berkembang karena dengan mendubbing kita bisa menyamakan dengan pronunciation yang benar divideo tersebut ...berasal penutur asli, juga mengkoreksi yang salah</p> <p>H27. Setelah kita yakin dengan rekaman suara kita, selanjutnya ...editing. ... ini memerlukan aplikasi video editing, ... apabila kita tidak paham .. editing. Kita perlu menonton tutorial dalam mengedit video yang berbahasa inggris</p> <p>H28 Agar video dubbing kita bagus .. harus memilih ruangan yang tepat, tenang dan jauh dari kebisingan. Alat .. untuk mendubbing ..</p>	<p>R7 was able to appreciated moral value of the film how student-teachers acquire pronunciation using certain instructional methods such as video dubbing in the contexts of strengthening personality as soft skill and teacher identity by enacting Technological pedagogical content knowledge (TPACK and SLA) (Tseng, 2018)</p> <p>R10 agrees to invest his time integrating language teaching and learning using technology.</p> <p>H15 and H17 expose their abilities. It means he can be used as peer mediator. H19 climbed that after completing dubbing project he got 5 skills that will be important for his pupils next</p> <p>H21 climbed that he master three important applications</p> <p>H24 admitted that his probnunciation skill is getting better by imitating native speaker, he is also able to correct mistake. H27 did mediation using tutorial can help anyone to edit film and tailor the film using application of capcut.</p> <p>H37 exposed her ability to dub viedeo and her fluency in English.</p> <p>H38 shared her understanding on</p>

	<p>mikrofon dan popping Shield yang .. memfilter suara kita. H35 Saya menggunakan aplikasi Capcut, dan menggunakannya sudah lama, karena sering memakai aplikasi tersebut H37. Menurut saya ada keterkaitan antara keterampilan tersebut dengan kefasihan karena Dengan mendubbing video, kita bisa membuat video pembelajaran untuk bahan ajar di kelas sebagai teaching media ... Apakah guru harus menguasai keterampilan dubbing? H38 ... Perlu, agar kita dapat membuat video pembelajaran untuk bahan ajar yang menarik untuk murid kita nanti H39 .. Dengan mengerjakan video dubbing kita bisa melatih pronunciation, vocab dan nada bicara sesuai dengan video yang kita dubbing. Kita belajar banyak hal baru khususnya teknologi, yang ... akan berguna bagi kita dimasa depan sebagai guru yang harus bisa fleksible bagaimanapun kondisinya.</p>	<p>the benefit of video editing. H39 told her experience on dubbing to motivate her friends as the candidate of teacher</p>
R#: Insert subtitle and recognize the stressed, unstressed syllable and schwa!	R12 ..ya dan saya memperbaiki semua kata yang salahnya	R12 told her abilities to correct her mistakes
R# Find out your mistakes in pronouncing stressed, unstressed syllable and schwa!	R 11...salah dalam pengucapannya..sangat banyak karna..saya sulit untuk mengingat apa yang mau dikatakan. H25. Pada kalimat 'tomorrow is a big day but don't worry you know the material backwards and forwards'. Saya salah membaca tomorrow, seharusnya seperti ini : tə'mɒr.əʊ	R admitted her weakness of pronunciation H25 was able to monitor her mistake by herself

Discussing the result of tailoring authentic video material:

Table 4.1. The ability of tailoring video

N0	Learning ability=black=	Inability=red=	Peer mediation=blue=
1	31	R	H23
2	R7	H	H28
3	10	H	H31
4	14	R	H33
5	16	R5	H27
6	18	R10	H28
7	H11	R11	H35
8	15		38
9	17		39
10	19		
11	21		
12	24		
13	H12		
14	37		
15	25		

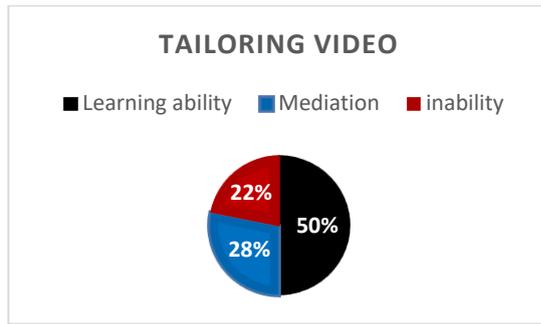


Figure 2. Tailoring video authentic material

The result of the tailoring ability shows that there is 50% of the student-teachers are able to use few applications for video editing, and this potential leads to mediate other group 28% to learn how to pronounce stressed, unstressed syllables and schwa, and how to edit video such as cutting, inserting close caption, and voiceover/dubbing. The rest of 22% is waiting for help. Their abilities of tailoring their learning video material was showed in the excerpt of the in-depth interview as follows: H#H12. “.., the video requires me to be able to read subtitle which means it is improving my reading skills, It also trains us to be able to hear the spoken

language make our pronunciation improving. It is useful for teaching students how to...” H#H.23. Yes, I was told by a friend that the transcript is available. He made it for our group. These statements indicates that IVD gives opportunity to understand digital literacy through integrating technology into the classroom. For now, a teacher should have access to three things for applying computer-assisted language (CALL) teaching, they are appropriate hardware, appropriate software, and sufficient enthusiasm and expertise(Burgess, 1990). The black words in bold means the abilities of the student-teachers. They have capabilities to mediate other peer gain the abilities beyond their independent learning. This is in line with ZDP’s intention below:

“The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable others” (Vygotsky, 1955/1978, p. 85).

Table 5. The *A-T-M* paradigm:

Modelling			
R1#:	Categories:	Learning ability=black, inability=red and peer mediation=blue	Teacher mediated to develop learning potential
R# H#	Conduct your group presentation!	R19...mempersentasikan video tersebut di depan kelas? iyh saya .. bersama teman-teman .. dikelas H39 Saat mempresentasikannya, saya ada rasa bangga karena saya mengerjakannya dengan hati dan semangat juga memberikan yang terbaik	R19, H18 and 39 told their satisfaction presenting video that they dubbed at their best even thought the task needed 3-5 days to be completed. They confessed they had many things to learn. H18 practiced TPACK (Technological
H#	Describe your individual task!	H18. ...Waktunya kurang lebih 3-5 hari saya mengerjakannya ... saya cukup puas setelah itu karena saya bisa belajar lewat tugas yang diberikan dosen	pedagogical content knowledge) is “a theoretical construct of teacher knowledge that describes how teachers teach subject matter content using certain instructional methods with specific technology in particular contexts”(Tseng, 2018)
3.	Display your power point! Share your individual tasks’ understanding!	There is no data	There is no data of students’ exposures in the in-depth interview.

R1#:	Do group acting out based on individual role play!	R9... insyaallah akan menjadi seorang .. guru jadi saya mempelajari cara mengajar yang ada didalam video tersebut	R9 and R20 needed to be facilitated to be able to practice what they learned from the context of the film Language (EFL) learning and drama guided learners to interact and use body language to practice English. Drama is also usually employed to be a good learning context and activity for EFL learning.(Zhang et al., 2019)
R1#:	Video-record your performance!	R20.... ternyata sangat sulit untuk menjadi seorang aktor ... yang bisa memainkan peran dalam .. film.	
H#	Edit and modify the content of video based on the given feedback	H20. .. Iya karena mungkin dengan saya bertanya mereka bisa memberi saya penjelasan yang nantinya membantu kesulitan saya	This conditioned gave the lecturer conducive situation to give mediation to H20
H#	Upload your video production to Youtube/google drive! Jika sudah terampil mendubbing video apa akhirnya akan terampil juga membuat content sendiri? Kalo iya kenapa? H36 Hana: saya sendiri belum yakin. H37. Menurut saya ada keterkaitan antara keterampilan tersebut dengan kefasihan .. Dengan mendubbing video kita bisa membuat video pembelajaran untuk bahan ajar di kelas sebagai teaching media	H36 and 37 agreed that the training of video dubbing will transfer to the abilities of making teaching media

Discussing the result of modelling authentic video material:

Table 5.1. The ability of modelling

N0	Learning ability=black=	Inability=red=	Peer mediation=blue=
1	R9	R	H39
2	19	H	
3	H18	R20	
4	37	H36	
5	39	H20	
6			

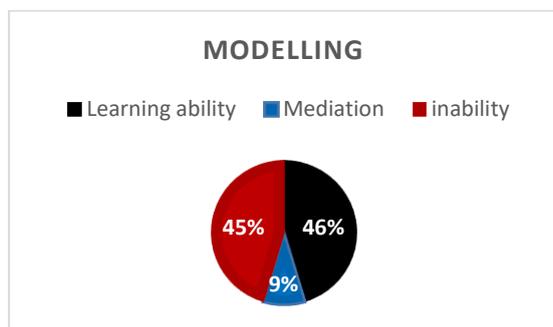


Figure 3. Modelling video

The result of the modelling ability shows that there is 46% of the student-teachers are able to demonstrate how to use applications for video editing, conduct presenting the important points of analyzing and tailoring video and share their understanding of the video content as well as the concepts of stressed, unstressed syllables and

schwa that need to be internalized. The other 45% expressed their inability to remember the scenario text due to their task of representing character of the actors: R20# "...being an actor is very difficult, it needs a lot of practice to represent certain character in the film..." H20# "...by asking question, they can give me explanation that needed to solve my problem..." The rest of 9% er/dubbing. The rest of 22% is waiting for help. Their abilities of tailoring their learning video material was showed in the excerpt of the in-depth interview as follows:

It is not a new things to say that foreign language classrooms need multimedia computers and projectors to be equipped to improve listening and speaking skill. Digital video will be useful for presentation and pronunciation practice as well as for video tutorial of mobile

application, and android based application and windows. However, our ability in digital literacy still difficult to move on the theory into practice. To meet this purpose, IVD’s awareness of this potential manages to deal with this task. How to integrate classroom learning, curriculum with technology. IVD developed digital laboratory. The function replaces the traditional language laboratory. How to create learning content using video and how to create global communication. Teaching and learning atmosphere of foreign language classrooms with similar situation that happened in the target language living environment (Tschirner, 2001). In line with this, the respondents R19”... presenting the video in front of the class? Yes my friends and I do...” H39 to conduct presentation was my pride, I was proud because I did my best. H18. ... The time spent for completing the assignment approximately 3-5 days I was quite satisfied because I could learn many things through the assignment given by the lecturer. Teachers need to understand how to integrate technology, pedagogy, and content into “technological pedagogical content knowledge (TPACK)” in order to develop form of knowledge, TPACK explains how ICT can be successfully integrated with appropriate pedagogical methods and the content of subject matter (Mishra & Koehler, 2006; Tseng, 2018)

Discussing the steps of analyzing, tailoring and modelling based on dynamic assessment and ZPD

There are three things that are necessary for IVD instruction cycle to take place consecutively, in the terms of analyzing, tailoring and modelling (ATM) paradigm. The

steps of analyzing, tailoring and modelling each of them consist of 7 instructions that should be investigated their effectivities and effect on strengthening student-teachers’ learning motivation or adding their anxieties, face threat or inspiring. In other words, whether the instruction in ATM paradigm needed or neglected. There were the two studies reported how the sequencing of acts affects type and degree of face threat. By exploring these issues as they apply to the solicitation of advice, these studies also shed light on the practical problem of how to give face-sensitive advice (Goldsmith, 2000). Thus, all instructions, advice or assignment all needs sequencing, consecutive order, tempo and strategy to execute to avoid overloaded burden over student-teachers’ capacities. This is the consecutive trail of the sequential instructions that I have been solicited that provide not only the individual ability of cognitive planning, the information of their learning abilities but also the strategical change in internalizing learning and transforming learning into inner cognitive process. Kozulin and Garb (2002). The purpose of solicitation strategy is to create conducive learning atmosphere in the interaction between learners and lecturer, to enhance students’ learning achievement and satisfaction in internalizing stressed, unstressed syllables and schwa. ATM paradigm maintains three conducive interaction: instructor- learner interaction, learner-learning material interaction, and learner-learner interaction that have a significant effect on students’ achievement and satisfaction (Kurucay & Inan, 2017).

Table 6. The Consecutive Trail of the Solicited Sequential Instructions in ATM Paradigm

Step:	Analyzing (A)	Tailoring (T)	Modelling (M)
1.	Choose authentic video material!	Download the transcript!	Describe your individual task! Conduct presentation using power point!
2.	Watch and listen to the speaker! Replay and activate CC!	Translate it using google with history to record new vocabularies!	Record your presentation from start to the ends! Display your video dubbing
3.	Compare the utterances with closed caption and give correction if any mistakes!	Cut 3 minutes video, Imitate, mirror and shadow the actor’s utterances!	Share your understanding and give comment, correction and feedback!
4.	Recognize the stressed, unstressed and schwa”	Use VN to record your imitating actor and find out your mistakes!	Acting out based on individual role play and record it!
5.	Refer to the vernacular	Use IPA dictionary to	Pay attention to the lecturer’s

	formula of ENdang or enDANG	recognize stressed, unstressed syllable and schwa	comment and feedback to your video dubbing and performance!
6.	Crosscheck the formula in the utterances of the speaker in a video	Mark the content in the transcript using the pattern of ENdang or enDANG	Edit and modify the content of video based on the given feedback
7.	Analyze stressed, unstressed syllable and schwa in the speaker's utterances	Tailor the video by dubbing with all members of group voice and inserting subtitle!	Upload your video Model and presentation document to google drive / Youtube!

Table 7.The Students' Normal Learning Situation in Social Meaningful Cooperative Activity: Vygotsky's ZPD

IVD	peer-to-peer mediation	Lecturer's mediation	Result
7 instructions of ATM that create social meaningful cooperative activity	cooperative work with more competent peer in choosing video authentic material, recording activities, dubbing activities, editing activities, presentation of video dubbing and demonstration of role play	Normal learning situation in IVD consists of cooperative work of student-teachers-lecturer's conference	New cognitive functions and learning abilities students may reveal certain emergent functions that have not yet been internalized

Vygotsky suggested charting individual ZPD's by comparing the students' performance under solitary conditions with their performance during the assisted problem solving.

He mentioned the whole range of possible interactive interventions to be used during ZPD assessment, such as asking leading questions, modelling, starting to solve the tasks and asking students to continue and so on, but he produced

no standardized procedure for the ZPD assessment. The following data supported ZPD: H18. ... It took 3-5 days I worked on it... I was quite satisfied after that because I could learn through the assignments given by the lecturer. "...worked with friends in the classroom H39 I presented it proudly because I worked on it eagerly with heart and passion and I did my best.

Table 8. Interactivity, emphasis on developing functions and the gain score

The students' performance under solitary conditions	Their performance with the assisted problem solving
The means of static tests resulted in numeric 0-4 scale and quality standardized ABCDE that assumed to be able to represent whole students' cognitive aspects altogether and it is also used to predict the decision of their final learning ability and future achievements without mediation occurred	such as asking leading questions, modelling, starting to solve the tasks and asking students to continue and so on The Zone of Proximal Development (ZPD) to The Zone of Actual Development . this interpersonal interaction and only later are internalized and transformed, becoming the student's inner cognitive processes the whole range of possible interactive interventions

Vygotsky, thus, introduced the following parameters of dynamic assessment: interactivity, emphasis on developing functions and the gain score based on comparison of the results of

aided and independent performance. H15 said that dubbing task motivated him to maximized effort to do his best to be intelligible in conveying message for his performance. H17

...even though the task is difficult the kid will eagerly learn if he is interested.

Discussing the results of pre-test, mediation and posttest in case study using Praat

The result of case study of undergraduate level 2 participants, purposive sampling. Using Praat analysis It has been designed and continuously developed by Paul Boersma and David Weenink., the University of Amsterdam. Two of my students and my daughter tried to imitate a CNN news caster and a native speaker in youtube the following short sentence, phrases and word with IPA transcription to accompany the graphic of Praat to crosscheck the comparison, as follows: “‘ENdang ‘JEger” or “en’DANG je’GER.” The participants were required to record a short string of their utterances and in order to be able to be analuzed I cut short became word, phrases and short sentences, and then I analyzed them by comparing with native speakers’ utterances. Here they are:

Currently in midtown

'kʌrəntli in /'mɪdtəʊn/

This student says:

ðɪs 'stju:dnt sez

Grædʊeɪʃn ðɪs ,

grædʒu'eɪʃn ðɪs

New York city...:

nju: Yɔrk 'sɪti

But I do move around a lot...

bət aɪ du: mu:v ə'raʊnd ə lɒt

Figure 4. The individual student X# reads “...currently in Midtown”

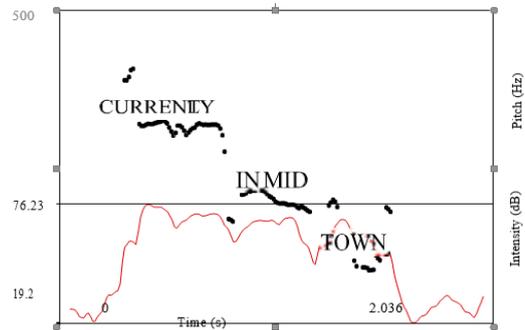


Figure 5. The model of native speaker X says: “Currently In Midtown”

Specifically, building pronunciation training becomes a significant predictor of changing the production of receptive pronunciation depending on an individual's self-need and awareness of urgency of training to gain intelligibility where figure 1 telling that x# will always be in the same graphic condition of pronunciation if there is no training and no change in mindset. Figure 1 shows that the utterance is without stress, three pauses and tends to produce new syllables, as compared to figure 2 the training target model of native speaker's pronunciation graphic showing that native speaker's utterance has two stressed syllables and two pauses. However, I have no empirical evidence that figure 1's current production because of mother tongue effect resulted in failing mutual comprehensibility. I simple want to say that figure 1 telling that x# is like reading English song lyric without hearing the sound of the singer. Thus, I suggest the scaffolding formula of awareness stressed syllables as follows:

'kʌrəntli in /'mɪdtəʊn/
 CUrrently in MIDtown
 ‘ENdang ‘ENdang
 currently in Midtown

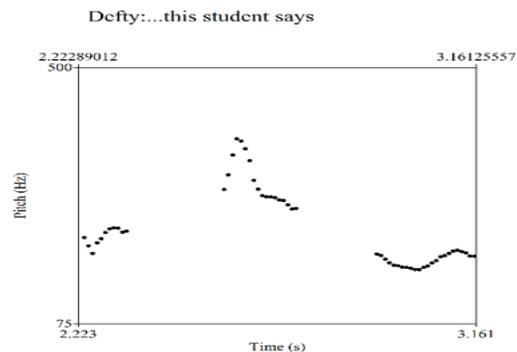
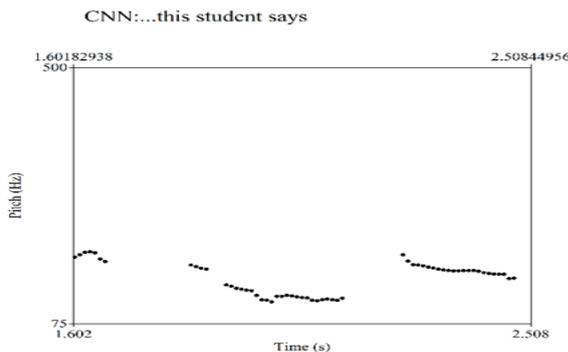
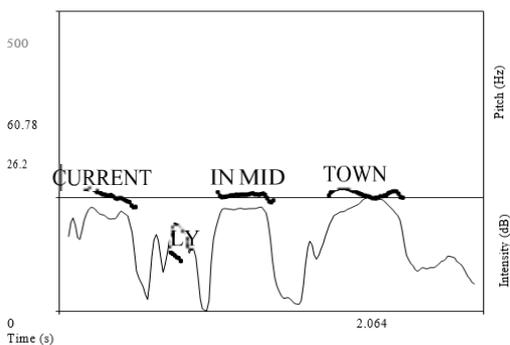


Figure 6. The student and native speaker’s sound wave in 4 syllables saying “...this student says...”

Of course, it is not enough for only student-teacher’s graphic utterances to be compared with CNN news caster profiles but at least the student-teachers recognizes it as standard to gain intelligibility, prosodic comparisons of corresponding features clarifies differential findings and assists developing potential plan and interventions to maximize student outcomes. This figure directly compares the pause, unstressed, stressed syllables and schwa to evaluate the tenability of an intervention. In this

way, I intend to show IPA of multi-syllable word “stju:dnt ” strengthened with capitalized syllable to indicate stressed “STUdent “which compared with ‘ENDang to help student-teachers aware of the existence of stressed syllable.

ðis 'stju:dnt sez
 this STUdent says
 ‘ENDang
 this student says

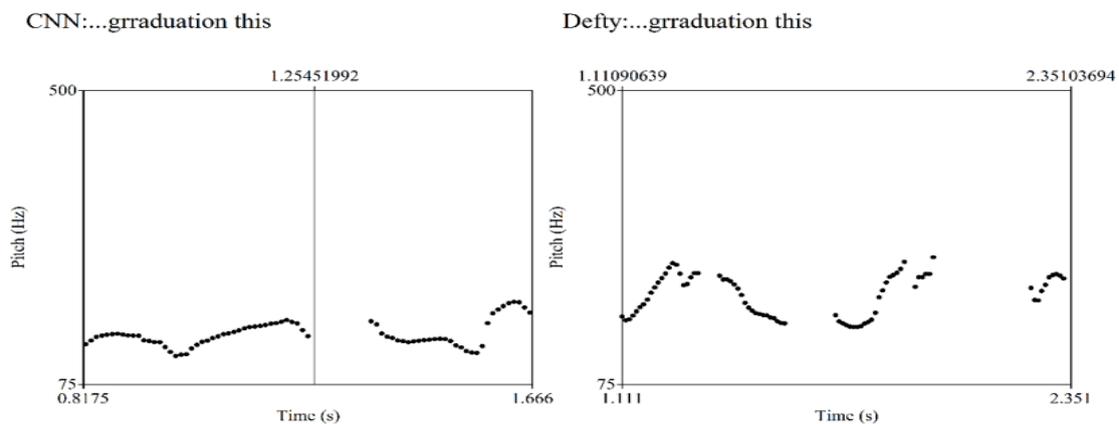


Figure 7. The Student and native sound wave in 5 syllable words saying “...graduation this...”

The difference between the figure 4 and figure 5 is on the addition of “this” to discover whether “...graduation and “...this...” are separated by pause or without pause. According to CNN newscaster’s wave sound, it indicates that between “...graduation and “...this...” are

separated by pause.
 grædʒu'eɪfŋ ðis
 GRÆdʒu'Eɪfŋ
 ‘ENDang‘ENDang
 Graduation this

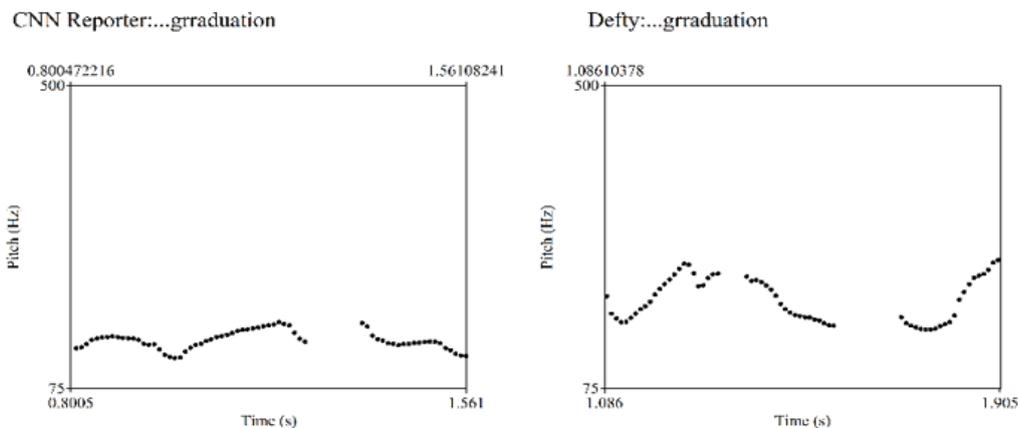


Figure 8. The Student and native sound wave in 5 syllable words saying “...graduation...:

Defty, pseudo name, needed 819(s) longer than CNN reporter in pronouncing

“...graduation...” that needed 761(s). In other words, CNN newscaster pronounced “...graduation...” faster than Defty did. Defty tended to stressed final syllable different from CNN newscaster had unstressed syllable in the final syllable of “...graduation...” Thus, Defty needed help to correct the speed and pronounce schwa in the fourth syllable of “...graduation...”

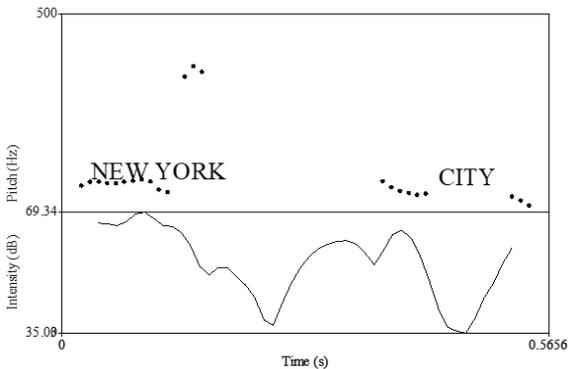


Figure 9. Reading step of student's sound wave reading 4 syllable-words: “...New York City...”

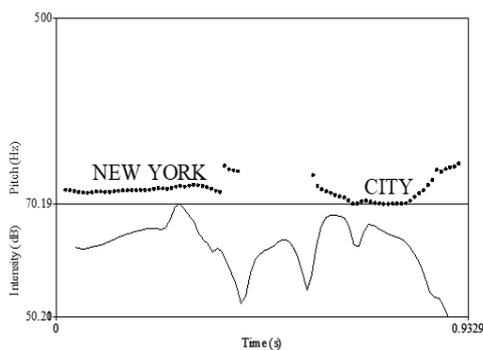


Figure 10. Training step of student's sound wave in 4 syllable-words after mediation: “...New York City...”

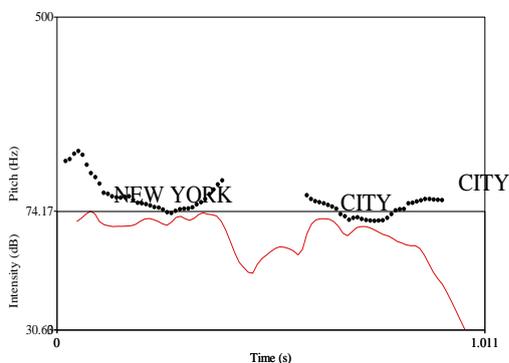


Figure 11. The comparative step of Native speaker's model sound wave in 4 syllable-words saying: “...New York City...”

Comparing three types of sound waves found that the effect of training on learners' abilities to

do self-correction was salient. The evidence shows that there was significantly different curve closer in form comparing to model of native speaker's sound wave than learner-individual learning. It is evidence that learning with peer to peer mediation was effective in improving student-teachers' abilities to gain intelligibility. ATM as the procedures of assessing intelligibilities facilitated student-teachers to have three interactive learnings. The first, learner-content interaction, the second, learner-learner interaction and the third, learner-instructor interaction. And a research finding revealed that learner-learner interaction had a greater effect on students' satisfaction than learner-content and learner-instructor interaction (Kurucay & Inan, 2017). Thus, the more capable student-teachers mediated other students to use this formula for internalizing concepts of stressed, unstressed syllables and schwa awareness:

New	York	city
nju:	York	'sɪtɪ
nju:	York	'Sɪtɪ
EN	dang	ENdang

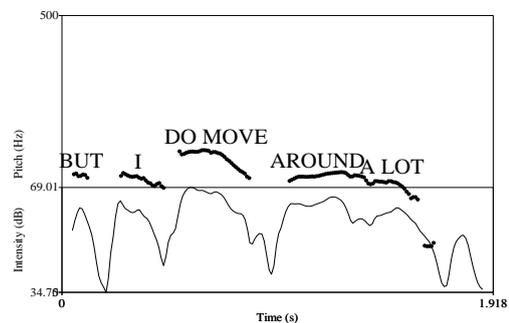


Figure 12. The step of individual learning of pronouncing 8 syllable-words: “...but i do move around a lot ...”

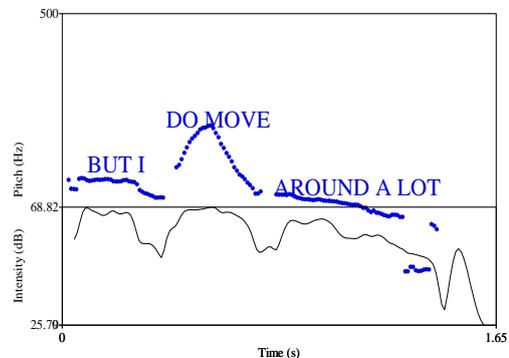


Figure 13. The step of mediation to pronounce 8 syllable-words saying: “...but i do move around a lot ...”

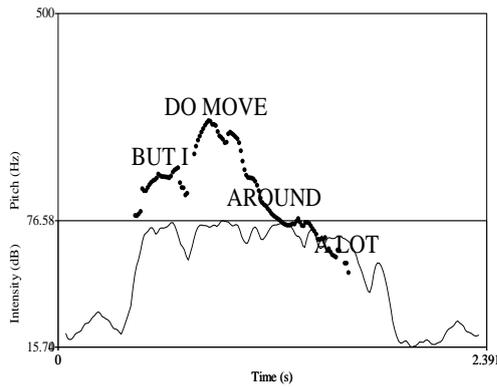


Figure 14. The comparative step of native speaker model of sound wave in 8 syllable-words saying: “...but i do move around a lot ...”

When comparing the student-teachers’ self-voice recording versus native speakers’ utterances, it is not surprising that intelligibility was not an automatic learning target to gain, cause of student-teachers’ tendency to read the words or sentences based on their L1

but	I	do	move	around	a lot
bət	aɪ	du:	mu:v	ə'raʊnd	ə lɒt
but	I DO		move	aROUND	a LOT
fsw	+ en'DANG	+	Cs	en'DANG	en'DANG

To help student-teachers acquired their recognition of the appropriate stressed, unstressed syllables and schwa, I scaffold the learners to practice English pronunciation using IPA dictionary, uppercase, lowercase, rubber ban and the formula of “endang”. The description is as follows: But= function schwa (Fsch), I DO=unstressed +stressed syllable (en'DANG), move= content stressed (Cs) around = schwa + stressed syllable (en'DANG), a lot schwa + stressed syllable (en'DANG)

Discussing post-test and final product of instructional video dubbing and role play performance

The procedures used to assess the feasibility of the development and implementation of IVD as dynamic assessment technique for teaching intelligible pronunciation are analyzing, tailoring and modelling or ATM paradigm. It functions as perspective of learning exposure by executing the interactive learning condition among lecturer-learner, learner-learner and learner-material interaction to conduct intelligibly training using IVD in the EFL classroom. The procedures of assessing the feasibility of the

background or manage to avoid main focused training of IVD which consists of stressed, unstressed syllables and schwa. As a reflective practitioner, IVD is my respond as non-native English teacher to the global English (GE) and the innovations in computer and internet technologies to make the best practice for the student-teachers to gain intelligible pronunciation where their learning potential was attempted to connect theory into pedagogical and assessment practice that place greater emphasis on three intensive interactions, learner-material interaction, learner-to learner and learner- instructor interaction(Kurucay & Inan, 2017) “providing teachers and learners with more exposure and engagement with the diversity of English as a global lingua Franca in authentic interactions”(Fang et al., 2021). These IPA transcription and “endang” formula suggested to be internalized in their interaction:

development and implementation of IVD as dynamic assessment technique were taken as follows: Comparing the result of pre-test and posttest, obtaining the average student-teachers’ score, standard deviation and the effect size:

Table 9. The average student-teachers’ pre- and post-test of reading transcript of video, and standard deviation
Max score=4; N=60

	Mean	SD	r=
Pre-	2.0	6.25	0.78
Post-	2,56	4.5	

CONCLUSION

Starting from analyzing activities as pre-test, tailoring activities as peer to peer mediation-modelling activities as teacher’s mediation and final product of instructional video dubbing as post-test. The results revealed that IVD viewed from project based learning, functions as a means of transferring skills through feedback and mediation. It is also a process of connecting theory and practice. Learner-learner mediation has a significant effect on students’ learning

potential. Interest, experience and capability also changed positively after getting involved in IVD activities. Even though, the activities were prominently dominated by imitating shadowing mirroring and dubbing, they were not intended to make the student-teachers to be native speakerism. Student-teachers need to practice and internalize simple norm of “*endang*” portrays stressed, unstressed syllables and schwa to represent the character of the actor/actress in the video. The quality repetition practice will depend on the student-teachers’ chosen video material regardless to whether British, American, Australian English or non-native English. The goal is to gain intelligibility,”... they need be understood, native like pronunciation is not the goal to come across as native speakers... a strong foreign accent does not necessarily impede intelligibility” (Derwing & Munro, 2009).

Anchored in Vygotsky’s ZDP, the study aims at assessing the feasibility of the development and implementation of IVD as dynamic assessment technique for teaching intelligible pronunciation. The procedure qualitatively feasible but still hidden its effectivity in obtaining information on students’ learning potential. The first phase is soliciting 7 instructions as pre-test in the theme of *analyzing*. Here the result of analysis showed that despite the student-teachers were able to choose good quality of video material and their understanding of the moral value for strengthening their teacher attitude, the concept of stressed syllable, unstressed syllables and schwa have not yet been recognized. So, to scaffold the attainment of training target of intelligibility, the lecturer used the stressed pattern of William Shakespeare of Iambic pentameter whose movement pattern looks like heart beat or the regular movement of wave. The concept then, I converted into simple vernacular word “*endang*” This formula of “*endang*” was used to differentiate the stress sign on the first and second syllable. If the lecture puts stressed in the first syllable and unstressed on the second the intelligible pronunciation should be:

“*ENdang*” it means Javanese woman but if the lecture puts schwa in the first syllable and stressed on the second, the intelligible pronunciation should be *en’DANG*” it means Sundanese man. With the same rule the student-teachers are required to pronounce the word *Je’ger*.or *Jeger* and then finally they are required to pronounce more complex one:

“*Endang ‘Jeger*” or “*En’dang Je’ger*”. and then they were given short sentences in English to put stressed , unstressed syllable and schwa. In this pre-test phase, the majority of the student-teachers failed to give correct answer. The second phase is tailoring activities where the data showed the result of analysis on the table 3 and fig. 1 that learner-to-learner interaction occurred in peer to peer mediation. It means collaborative learning potential were revealed. , the time for them to build understanding and sharpen the concept of stressed, unstressed syllable and schwa with the help of more capable peer. In this phase, they were required to record their reading transcript of video and dub video. For the third phase modelling activities as teacher’s mediation helped the student-teachers and develop their learning potential. Feedback and scaffolding were given after the student conducted presentation and acting out or conducting role play. Final phase is the post-test of editing and uploading to *YouTube* or google drive. The posttest conducted by asking the learning group of presentation to acting out the dubbed or to perform role play as showed in the video material. The result of their performance can be seen by clicking the link below Here the lecture observe the accuracy of stressed, unstressed and schwa in their utterances. video to reveal the hidden narrative research data of learner-learner interactive learning process, the lecturer facilitated the eliciting technique of in-depth-interview geared to uncover and enhance students’ learning potential. The in-depth interview then transcribed and analyzed together with post-production of IVD documented and uploaded in google drive or *Youtube* and the case study data of student-teachers’ sound wave of *Praat* be discussed as research evidence.

ACKNOWLEDGEMENT

The writer intends to express gratitude for completion of this article, the highest appreciations are to Dr. Nizar Alam Hamdani, the Rector of IPI (Institute of Indonesian Education) who has helped the writer to study at Semarang State University, and Prof. Dr. Januarius Mujiyanto M.Hum, the head of English Education Program In Semarang State University for valuable advice given to the writer to keep struggling and the highest appreciations are given also to all of those who supported the writer in any respect during the completion of the article.

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https://youtu.be/T_QGaVsu3dM

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