



Improving Students' Motivation and Psychology in Speaking Arabic through Dubbing Japanese Anime to Arabic

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ENGLISH ABSTRACT

This article aims to determine the level of motivation and to build students' interest in speaking Arabic with Japanese to Arabic anime voiceover media, as well as to overcome students' psychological problems. A total of 90 students aged 15-18 years in three educational institutions in Java Island participated in the study. The data were calculated quantitatively descriptively, processed by the Kolmogorov normality test using SPSS 26 and made and analyzed a comparison table of pretest and posttest scores from the HARS (Hamilton Anxiety Rating Scale) questionnaire. The results confirmed that there was a significant change in the results of the HARS questionnaire table and the Kolmogorov value with a mean value of 44.04 which was greater than the hypothesis, which was 30.00. The implications of this research can be used as an alternative learning media in increasing motivation and overcoming students' negative psychology in learning Arabic in Indonesia.

Keywords: Japanese Anime, Dubbing, Motivational speaking, Psychology

INDONESIAN ABSTRACT

Artikel ini bertujuan untuk mengetahui tingkat motivasi dan membangun minat siswa berbicara bahasa Arab dengan media sulih suara anime Jepang ke Arab, serta mengatasi masalah siswa dari segi psikologinya. Sebanyak 90 siswa berusia 15-18 tahun di tiga lembaga pendidikan di Pulau Jawa: Pondok pesantren Al Furqon (Jawa Barat), Pondok Pesantren Nahrul Hayyah (Jawa Tengah) dan Pondok Modern Darussalam Gontor (Jawa Timur), dengan tingkat kecemasan berbicara di depan publik. Kedua datanya dihitung

secara kuantitatif deskriptif analitis, diolah dengan uji normalitas Kolmogorov dengan menggunakan SPSS 26 serta membuat dan menganalisa tabel perbandingan nilai pretest dan posttest dari kuesioner HARS (Hamilton Anxiety Rating Scale). Hasil penelitian mengkonfirmasi adanya perubahan signifikan dengan di hasil tabel kuesioner HARS dan Nilai Kolmogorov dengan Nilai mean 44.04 lebih besar dari hipotesis yaitu 30.00. Implikasi dari penelitian ini dapat dijadikan alternatif media pembelajaran dalam meningkatkan motivasi serta mengatasi psikologi negatif siswa dalam pembelajaran bahasa Arab di Indonesia.

Kata kunci: Anime Jepang, Sulih Suara, Motivasi berbicara, Psikologi

Introduction

The term audiovisual (AVT) is closely related to language transfer in multimedia forms including visual and acoustic modes in message transfer (Chiaro 2009). The AVT mode most often used is voiceover and text dubbing, where voiceover is considered a "comprehensive" translation method by some writers because of its complexity (Palumbo, 2009) in this case dubbing is replaced as the original voice is spoken into the target language including lip syncing and pictures (González, 2016). Dubbing is a translation method that is quite often used in Indonesia (Kusumasturi, 2011). One of the easy ways to learn a language is by using audio-visual translation modalities, for example, moving pictures mixed with audio information in a second language (Qasim & Yahiaoui, 2019). Voiceover allows accessing written subtitles and it's a step forward in learning (America 2020). Learning is more varied and it will motivate students in carrying out their learning.

Motivation and emotions are inseparable from one another. Motivation is a driving force and impetus in language learning even without an adequate level of motivation, even excellent language learning cannot achieve long-term learning that achieves its goals (Dörnyei, 2005). The value of task and pleasure in learning is another important factor in motivation, which refers to the interest, importance and usefulness attached to students in their learning (Eccles, & Wigfield, 2002). This is a factor that influences students' motivation in learning.

Another factor that can generate motivation is the use of interesting media. Japan, with all the progress it has, is a positive example that can be emulated. Following the Japanese example is a necessity in the field of science and technology (Affandi 2015). As well as the culture that is already popular in Japan, namely anime. The discussion of anime and its history has been discussed in depth by (Zhang et al., 2018) and (Kirillova et al.,

2019). The use of culture carried out by Japan which looks very simple but meaningful, namely films or anime that are entertaining and interesting (Hatami, 2020) is the urgency and potential for using large anime in expanding learning pedagogy and understanding the internal conditions of students. Psychological emotions and anxiety are very involved in every aspect of learning (Schutz & Lanehart, 2002) therefore emotions and anxiety can have a big impact on learning achievement.

One of the current problems is that students find it difficult to speak in public even though they have mastered the material. This is closely related to students' emotions and anxiety. There are methods to overcome them as discussed by (Spieler & Miltenberger, 2017). The urgency of the role of technology in the use of dubbing media is able to help their anxiety in speaking.

Translation-based audio-visual media learning, namely dubbing, has been widely discussed by researchers, including (Díaz-Cintas, 2019; Fuentes & de la Fuente-Gómez, 2022; Yahiaoui, 2021). Some also discuss it from a cultural and historical perspective (Green, 2019) in terms of increasing fluency in speech (Ávila-Cabrera, 2022). There is also voiceover in dealing with attitudes in cyberspace (Ameri, 2020). The lack of literature discussing student psychology when speaking, especially speaking Arabic, even though speaking is an important factor in learning Arabic, as explained in detail by (Taubah, 2019). There are 4 skills in learning Arabic namely listening, speaking, writing, and reading skills. Several Indonesian researchers have explored matters relating to the dubbing method.

The main focus of this article is the use of voiceover study which allows students to speak Arabic directly. More specifically, this article aims to take a step forward in overcoming the psychological conditions of students in speaking Arabic in public, more specifically the negative psychology which includes anger, anxiety, embarrassment, hopelessness and boredom (Pekrun, R., Goetz, T., & Perry, 2005). This is in line with recent studies that correlate voiceover with the psychological impact of the target (Iturregui-Gallardo & Matamala, 2019). The effects of dubbing and their impact on users in Spanish, (Huang, 2022). Dubbing in the target language and the emotional impact of a positive psychology perspective, and also (Hatami, 2020) dubbing anime as a source of learning characteristics.

The main objective of this study is to utilize translation-based audio-visual learning media using voiceovers from Japanese anime into Arabic to increase students' motivation to speak Arabic, especially students with negative psychological tendencies when speaking in public. The main hypothesis of this study is that dubbing can be a tool to motivate students to speak Arabic and overcome the tendency of students who have negative psychology. This hypothesis is based on the increase in students' motivation to speak with the medium of voiceover in interesting and varied Japanese anime as well as therapeutic stages for students who have negative psychological tendencies starting from speaking alone, speaking backstage then speaking in public.

Methods

This study applied the quantitative research design (Sugiyono, 2012) to explain that variables are the attribute values of each person, object and activity the researcher determines then draws his conclusions. This study combines two questionnaires, namely the Hamilton Anxiety Rating Scale (HARS), as well as a closed questionnaire.

This research was conducted in three different educational institutions on the island of Java including West Java, Central Java and East Java. The main criteria in this study were educational institutions that had implemented Arabic language learning in classes or in dormitories. About 90 students from the three schools participated in the study. They were assigned to do both the Pre-Test and Post-Test.

The pre-test and post-test were used to determine the level of students' anxiety before being asked to apply the dubbing technique. It showed that all students experienced anxiety with varying degrees of mild experienced by 6 people, moderately experienced by 21 people, then the greatest level falls in severe anxiety with a total of 51 people and for very severe levels of anxiety there are 12 people (see Figure.1) Then the post test was carried out to find out how effective the audio-visual dubbing media was in overcoming student anxiety through. The results revealed that the change was quite significant with 57 students who did not experience anxiety, 22 people with mild anxiety, 7 people with moderate anxiety, then 3 people with severe anxiety and the last one is very severe anxiety only 1 person (see figure 2).

Respondents were given light text reading, as a reference for speaking in front of the class for 8 minutes. After that each student spoke in front of the class for 2 minutes

before the researcher administered questionnaires to the students. Each respondent watched an anime clip 8 times, with 3 steps of changing the delivery method, 2 times the initial clip was given anime with Japanese dubbing and Indonesian subtitling. Then the next 2 clips were given anime with Arabic dubbing with Indonesian subtitling and 2 clips the latter provides anime with Arabic dubbing and Arabic subtitling, so that respondents can understand the intent and writing contained in the anime. Prior to public presentation, the respondent was given a paper of the conversation text contained in the anime, then the respondent was given 8 minutes to prepare and relax with music. The bell rang indicating that the delivery of the respondent's presentation was started, after the delivery, the respondent filled out the questionnaire.

Hamilton Anxiety Rating Scale (HARS)

The HARS scale is a questionnaire consists of indications of symptoms in individuals who experience anxiety. According to the HARS scale, there are 14 symptoms, each item has 5 levels between 0 (zero present) to 4 (severe), the standard for measuring anxiety is in range of 0.93 and 0.97 so that valid and reliable results are obtained (Ruqaiyah et al., 2020).

The Hamilton Anxiety Rating scale (HARS) instrument has been tested for its validity with a validity test value of 0.600. (Ruqaiyah et al., 2020), the data is then categorized into five levels, namely:

HARS value	Category
<14	no worries
14-20	mild anxiety
21-27	moderate anxiety
28 - 41	High anxiety
42-56	very high anxiety

The Hars scale has been used in several studies (Musician Suwanto 2015) (Agustina Simangunsong 2018).

Result and Discussion

Results

The characteristics of all respondents are summarized in Table 1. The results showed that there were 90 respondents with 62.2% male and 37.8% female. The majority of respondents from this study came from the regular class with a percentage of 85.6% taken from class X and XI further classified as superior class 14.4% and regular class 85.6%.

This research was conducted in 2 meetings using 3 experimental classes without a control class because the students' negative psychology levels were different. Of the 3 experimental classes that were carried out, it resulted in significant changes with data as follows: All students experienced anxiety with varying degrees of lightness experienced by 6 people, being experienced by 21 people, then the largest level fell at a severe level of anxiety with a total of 51 people and for very severe levels of anxiety there were 12 people (see Figure.1). Then a post-test technique was carried out to find out how effective this audio-visual dubbing media was in overcoming student anxiety. The results showed that the change was quite significant with 57 students who did not experience anxiety, mild anxiety 22 people.

Table 1. Characteristics of Respondents

Variables	Amount	Frequency %
N	90	100%
Regional Region		
West Java	30	33.3%
Central Java	30	33.3%
East Java	30	33.3%
Gender		
Man	56	62.2%
Woman	34	37.8%
Age		
Age in the year	15(12), 16(43), 17(26), 18(9)	(13.3%), (47.8%), (28.9%), (10%)
Average Age	16,3	
Class		
X	46	51.1%
XI	44	48.9%
Superior	13	14.4%
Regular	77	85.5%

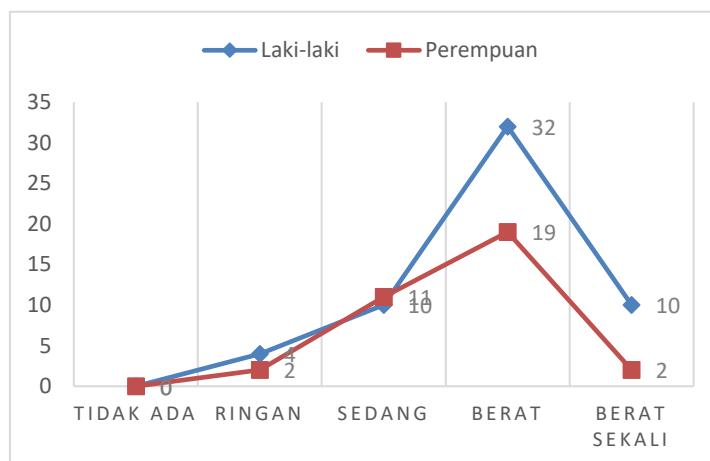
Factor Analysis

Factors for testing student anxiety were carried out in all samples (n = 90) with 3 stages of pre-test, post-test and normality test of student motivation. All items or data are taken from respondents with several levels that influence them. No anxiety appears (≤ 14), then 14-20 means mild anxiety level, then 21-27 means moderate anxiety level, then 28-41 means severe anxiety level, and 42-56 has very severe anxiety level.

HARS questionnaire pretest analysis

Table 2 describes the results of the pre-test analysis of students' anxiety. All students experienced anxiety with varying degrees. About 21 students experienced mild anxiety, and about 51 of them suffered from severe anxiety.

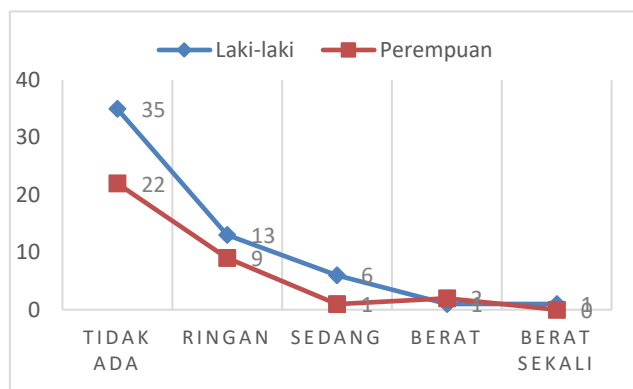
Figure 1. HARS Questionnaire Pre-test Results



HARS Questionnaire Post-test Analysis

Results of the analysis in Table 3 illustrates the state of students' anxiety after the use of dubbing media with various levels showing quite significant changes with 57 students who did not experience anxiety, 22 people with mild anxiety, 7 people with moderate anxiety, then 3 people with severe anxiety and the last one is very high anxiety only 1 person.

Figure 2. HARS Post-test Questionnaire Results



Comparative analysis of pre-test and post-test HARS Questionnaire

The results of the analysis of the data comparison show that the pre-test and post-test values have a very significant difference. The results in more detail with the pre-test and post-test comparisons can be seen in Figure 3.

Figure 3. HARS Pre-test & Post-Test Questionnaire Results

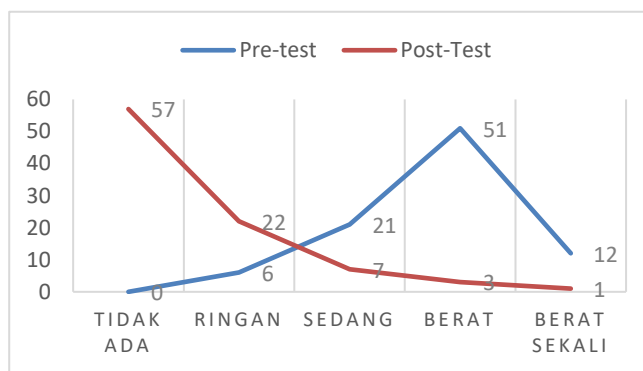


Figure 3. explains the results of the normality test about students' motivation to use Arabic. Among 90 respondents, a sig value of 0.061 is obtained which indicates that the respondent's value is normal, this is according to the basic decision value of $0.061 < 0.05$, meaning that the normality is acceptable. Then for table 4.2 explains that a mean value of 44.04 greater than the research hypothesis at 30. The number of items on the questionnaire is 10 likert scale category ranging from strongly disagree (1), disagree (2), moderate (3), agree (4) to strongly agree (5).

Table 2.1. Normality Test of Students' Motivation Responses

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Results Questionnaire respondents	.113	90	.061	.950	90	.022

Table.2.2

	N	Means	std. Deviation	std. Error Means
Results Questionnaire respondents	90	44.04	10,763	1.135

Discussion

The use of audiovisual media plays an important role in overcoming students' problems, especially in learning foreign languages in terms of students' fluency (Pamungkas, 2019). The results of this study indicate that the use of audiovisual media based on voiceover translation in motivating and overcoming the negative psychology of students are in line with research that has been conducted by (Fernández-Costales, 2021). It is reported that it gives positive impact to the students. There is also research showing that in the last few decades, the close relationship between psychology and students' motivation in learning achievement has a very significant impact (Saeful Bahri, 2020). The perspective and use of audiovisual media in improving the pedagogic of learning is a necessity to be mastered at this time (Qasim & Yahiaoui, 2019).

The results of this study also prove that the audio-visual method based on voice-over translation is able to stimulate students' motivation to speak a foreign language, this is in line with research conducted by (Dörnyei, 2020; Vatanartiran, 2020), in further collaboration with the use of cartoon or anime media which has been dubbed from Japanese to Arabic. Anime is one of the entertainment media that is quite popular among teenagers today so that its use will be easily accepted by students (Yahiaoui, 2021). Dubbing and the use of anime in learning are also considered capable of solving student

problems in terms of the psychology (Huang, 2022) is mainly negative psychology so that students or respondents are more comfortable talking behind the scenes than directly in public.

Therefore, to develop and utilize this method, there are several things and steps that need to be considered, including the following, (1) search for anime or cartoons that are in accordance with the learning material/vocabulary to be delivered, (2) provide opportunities for students to record activities at home, (3) motivation and teacher guidance have an important role in the use of this media. These things are aimed at motivating students to get used to speaking Arabic and overcoming the negative psychology of students that arises when speaking directly.

Conclusion

The use of translation-based audiovisual methods using voiceover proved to be effective. It is also revealed that this media can increase students' motivation and overcome the negative psychological impacts that arise from them. Besides that, the use of anime dubbing can also be used as an alternative pedagogic for learning in the classroom, so that learning is more varied and interesting.

The limitations in this study are the small number of respondents to find out the increase in the benefits of audiovisual media, which is only 90 students. Not all students experience this kind of negative psychology because of several factors. This method also takes the teacher a step forward in dealing with various kinds of psychological conditions of students in the classroom quickly. Another limitation of this study is the lack of data collection methods which are only based on questionnaires, due to the researchers' limited time.

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