


VIDEO DUBBING PROJECTS IN ENGLISH: Verb Students

Vocabulary, Vocational School

Nurul Fauziah Zubury¹, Andi Asri Jumiatiy², Maharida³

^{1,2,3}Universitas Muhammadiyah Makassar, Indonesia.

ARTICLE INFO	ABSTRACT
<p>Article history: Received: February 22, 2025 Revised: April 26, 2025 Accepted: April 22, 2026 Published: April 30, 2026</p> <p>Keywords: <i>Dubbing Video, Projects .Verb, Vocabulary</i></p>	<p>This study investigates the effectiveness of video dubbing projects in improving vocational students' English verb vocabulary. Addressing the persistent challenge of limited contextual vocabulary acquisition, this research introduces dubbing as an interactive, multimodal learning strategy. A pre-experimental design was employed with 37 eleventh-grade students at SMAK Makassar using total sampling. Data were collected through pre-test and post-test measures. Results show a substantial improvement in students' verb vocabulary, with mean scores increasing from 42.97 to 78.37. Statistical analysis indicates significance ($p = 0.01 < 0.05$), confirming the effectiveness of the intervention. The novelty of this study lies in integrating audiovisual translation tasks to promote active vocabulary use in context. This research contributes empirical evidence supporting video dubbing as an engaging pedagogical tool that enhances comprehension, retention, and practical usage of verbs in vocational English learning environments.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> 
<p>How to cite: Zubury, N. F., Jumiatiy, A. A. ., & Maharida. (2026). The Video Dubbing Projects In English: Verb Students. English Language Teaching Methodology, 6(1), 12-18. https://doi.org/10.56983/eltm.v6i1.1723</p>	
<p>Corresponding Author: Nurul Fauziah Zubury English Education Department Universitas Muhammadiyah Makassar 259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia. Email: nurulfauziahzubury@bg.unismuhmakassar.ac.id</p>	

INTRODUCTION

Understanding vocabulary is crucial for language acquisition. Mastering a language entails familiarity with its vocabulary. Words are an essential part of language, and a language cannot exist without them. The greater our vocabulary, the more concepts we can contemplate. We are able to express our thoughts more clearly. In the twenty-first century, enhancing vocabulary instruction involves improving students' language abilities, allowing them to articulate their thoughts and determine the appropriate social principles for various real life situations. As stated by Mofareh Alqahtani, vocabulary is a collection of words used for communication and the transmission of information, highlighting the importance of

mastering them. Educators need to foster communication, collaboration, critical thinking, problem-solving, creativity, and motivation in their teaching practices. (Akib & Muhsin, 2019). Consequently, utilizing engaging content, media, and methods is crucial for inspiring students to learn.

A crucial element of acquiring English is expanding one's vocabulary. Those who do not have a rich vocabulary will find it difficult to communicate effectively, read, comprehend spoken language, and write. In essence, vocabulary is the primary skill that learners need to focus on when studying a language, especially English. A robust vocabulary is essential to enhance all four language skills, including grammar. Communication is hardly possible without grammar, and without vocabulary, no message can be conveyed. When we cannot convey our thoughts if we focus only on grammar and neglect vocabulary. This illustrates that English occupies a distinct position in the instruction of foreign languages in schools. Vocabulary can be defined as the words learned in a foreign language. According to Ja'afari (2014) utilizing images to teach vocabulary could enhance the effectiveness of vocabulary instruction and acquisition. Learners were actively involved in the educational experience. While there are various kinds of vocabulary, our focus here will be on verbs.

verb is a crucial part. The verb is an important element in English. According to (Sherman et al., 2011) a verb signifies an action or a state of existence and conveys to the reader what the subject of the clause performs or experiences. A verb is a term that represents the action, condition, or perception of something. In Indonesian, verbs are usually termed as such since they illustrate the activity of the subject in a sentence. The verb is the most important element and is present in every sentence. This particular English verb can be quite unique. If you think that verbs are always actions, you are mistaken. In English, verbs can also describe a condition. A complete sentence requires the use of a verb. A verb indicates an action, task, or motion. In English, the forms of verbs change according to the grammatical tense. The grammatical tense is what influences these changes in verb forms. Various factors lead to students struggling with verb vocabulary. To begin with, students often find it challenging to grasp and recall words. To tackle these challenges, teachers should implement a different teaching approach to enhance students' vocabulary, especially concerning Words. The use of technology can serve as a powerful method for integrating the teaching and learning of English. According to Burston (2005) dubbing can enhance students' self monitoring and productive abilities since, during

the dubbing project activity, students need to align a dialogue with a context and its purpose, which helps them acquire new vocabulary.

There are several types of learning media available, one of which is dubbing. Dubbing involves replacing the original audio with a voice track that strives to closely match the original dialogue's wording, pace, and lip synchronization (Luyken Cited in Tanase and Cuza, 2014). Implementing a video dubbing project not only enhances student engagement in the classroom and facilitates skill development but also serves as a valuable resource for language practice. Benefits of Incorporating Dubbing Videos in Teaching Activities. Dubbing videos provide learners with hands-on experience, and students are eager to engage in the learning activity, which can help foster a dynamic classroom atmosphere. According to Amato cited in Userma, dubbing videos can be a fun activity, but it shouldn't be overlooked, especially when it comes to learning foreign languages. He also mentioned that dubbing videos can alleviate anxiety, which enhances the chances of receiving feedback. The act of dubbing videos is a structured activity that students engage in for enjoyment and to maintain their interest. In the context of teaching and learning, video dubbing serves as a teaching method to assess how eager students are to expand their English vocabulary.

Observations regarding students' difficulties with verb vocabulary can be made by researchers at SMAK Makassar, where English teachers and students are present. The instructor has noted that the students' proficiency in the English language remains significantly poor, especially concerning verb usage. This issue stems from various factors, such as the local environment, the influence of regional or first language dialects, anxiety and embarrassment when speaking English due to constant teasing from peers, insufficient experience, limited vocabulary, low self-esteem, and overall unsupportive surroundings. Consequently, the researcher is motivated to improve students' vocabulary, with a particular focus on verbs.

After carrying out the study activities in class XI SMAK Makassar, the researcher observed that the students were not engaged enough, leading to a chaotic classroom atmosphere characterized by the students' noise and lack of discipline. Students desired a sense of autonomy in their learning, prompting the researcher to develop a classroom that encouraged students to share their opinions. At first, the researcher faced challenges, but ultimately, the students grew intrigued by the innovative learning activities.

RESEARCH METHOD

This researcher carried out a pre-experimental study utilizing a one group pretest-posttest design. In this investigation, the researcher implemented a pre-test before therapy and a post-test after treatment. The aim of this study is to examine whether the dubbing video approach is effective in enhancing students' vocabulary at SMAK Makassar.

The subject of this research was the students of Grade XI in SMAK Makassar. There were 37 students consisted 15 males and 22 females. The instrument utilized in this study featured a vocabulary assessment for both the initial and final tests. Students took turns reading the dialogue text, using their vocabulary skills. Subsequently, four sessions were conducted to implement the knowledge gained through the video dubbing method. Finally, a post-test was administered to evaluate whether there had been an improvement in the students' vocabulary.

An analysis of data was conducted by classifying student scores. The researcher subsequently calculated the average score for both the pre-test and post-test. A paired sample t-test was applied to assess the significance of the difference between the results of the pre-test and post-test. This information was processed using SPSS 27.

RESULT AND DISCUSSION

The result of improving students' vocabulary can be seen in the following table:

No	Classification	Score	Vocabulary in verb			
			Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	80 - 100	0	0%	22	59,4%
2	Good	66 - 79	2	5,4%	15	40,5%
3	Average	56 - 65	9	24,3%	0	0%
4	Poor	46 - 55	7	18,9%	0	0%
5	Very Poor	0 - 45	19	51,3%	0	0%
Total			37	100%	37	100%

The table illustrates the distribution and percentage of students' scores before and after the test based on their classification. In the pre-test, there were no students (0%) in the Very Good category. There were 2 students (5.4%) in the Good category, 9 students (24.3%) in the

Average category, 7 students (18.9%) in the Poor category, and 19 students (51.3%) in the Very Poor category. Conversely, the post-test findings indicate that 22 students (59.4%) achieved very good vocabulary scores, while 15 students (40.5%) earned good scores. Following the post-test, there was a slight decrease in the number of students categorized as average, poor, and extremely poor compared to the previous assessments. From these results, we can infer that the post-test indicated an improvement.

Mean Score

Table 2. Mean Score

Kind of Test	Mean Score	Improvement
Pre-Test	42.97	35,4%
Post-Test	78.37	

The table shown above reveals that the average pre-test score of the students was 42.97, while the average post-test score reached 78.37. It is clear that there was an enhancement in the students' vocabulary when the dubbing video strategy was utilized in the classroom by:

Hypothesis Testing

This stage is the result of hypothesis testing. Below is evidence that the dubbing video method is effective in improving students' vocabulary.

Paired Sample Test

	Paired Differences				
	Mean	Std. Deviation	Std. Error Mean	95% Confidence interval of the Difference	
				Lower	Upper
Pair 1 Pre-test - post-test	-35.40	16.260	2.673	-40.827	-16.286

Paired Sample Test

	T	df	Sig. (2-tailed)
Pair 1 Pre-test - Post-test	-13.24	36	<.001

Figure 1. Paired Sample Test

The table presented above displays the outcomes of a paired sample t-test conducted using SPSS 27. The significance level (α) set for the test is 0.005. A (sig.2-tailed) value that falls below 0.005 suggests a meaningful difference between the pre-test and post-test scores. Conversely, if the value in the (sig.2-tailed) column exceeds 0.005, it implies that no significant difference exists between the pre-test and post-test scores. According to the table, there is a notable difference between the pre-test and post-test scores, as evidenced by a sig (2-tailed) value of <0.001 , which is less than 0.005. Consequently, H_0 is rejected while H_1 is accepted. This indicates that employing the dubbing video technique for learning can assist students in enhancing their Verb vocabulary.

CONCLUSION

The researcher determined that the use of the dubbing video technique facilitated the enhancement of students' verb vocabulary, as indicated by the outcomes and discussion from the prior chapter. This is supported by the mean pre-test and post-test mean scores, which reveal that students' vocabulary is higher on the post-test than the pre-test. Students received an average score of 42.97 on the pre-test, which increased to 78.37 on the post-test. Furthermore, decision-making depends on a significance level (2-tailed) of less than 0.001, which is below 0.005 ($0.001 < 0.05$).

REFERENCE

- Julita. (2011). *Improving Students' Vocabulary Through Clustering Technique At The Third Year of SMPN 1 Ladang (A Classroom Action Research)*. Unpublished Thesis of The Degree of Master of English Language Teaching. Makassar : Alauddin State Islamic University of Makassar.
- Burston, J. (2005). Video Dubbing Projects in the Foreign Language Curriculum. *CALICO Journey*, 23 (1), p-p 79-92
- Sherman, D., Slawson, J., Whitton, N., & Wiemelt, J. (2011). *Verb Forms and Tenses*. The Little, Brown Handbook, 985.
- Akib, E., & Muhsin, M. A. 2019. Assessment of Teaching in 21ST Century. *Journal of Physics: Conference Series*, 1179(1).
- Ja'afari. (2014). Using Pictures in Teaching Vocabulary in Grades 5 and 6 Classrooms. Retrieved from <https://www.moe.gov.om/Portal/sitebuilder/Sites/EPS/Arabic/IPS/Importa/tesol/6/Using%20pictures%20in>.
- Tănase, Violeta., Cuza, Alexandru Ioan. (2014). Pros and cons of subtitling and dubbing of Audiovisual texts in children's programmes and cartoons. *Language and Discourse* 3, 968-975.

- Wahibah. (2016). The Effectiveness of Using Pictured Story to Upgrade Students' Vocabulary. IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 4(1).
- Alqahtani, Mofareh. (2015). The importance of vocabulary in language learning and how to