We Found Speaking More Joyful after Experiencing Dubbing Video Activity (A Case Study among Working Students)

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Abstract   This study aimed to investigate the effect of dubbing video activity on students' speaking skill and students' perceptions on it. This study was a mixed-method study by involving 19 working students of STMIK Jayanusa. Speaking pretest and posttest were applied to find out the effect of dubbing video activity on students' speaking skill and they were analyzed by using SPSS. In addition, interview was conducted to get the data about students' perceptions on dubbing video activity and they were analyzed by using NVivo. It turned out dubbing video activity affected students' speaking skill proven by $p = 0.03$ (it was smaller than 0.05). Besides, the posttest mean scores were higher than the pretest mean scores (71.43 versus 69.22). The interviewed revealed that the students viewed this activity as an effective activity to improve their speaking skill. These findings showed that dubbing video can be an alternative activity in teaching especially.
Keywords: Speaking Skill; Dubbing Video; Working Students

Abstrak   Penelitian ini bertujuan menginvestigasi dampak aktivitas *video dubbing* terhaap kemampuan berbicara bahasa Inggris mahasiswa dan persepsi mereka terhadap aktivitas tersebut. Penelitian ini merupakan penelitian campuran yang melibatkan 19 orang mahasiswa kelas karyawan di STMIK Jayanusa. *Pretest* dan *posttest* berbicara diberikan kepada mahasiwa untuk mengetahui dampak aktivitas *video dubbing* terhadap keterampilan berbicara mahasiswa dan hasilnya dianalisis menggunakan SPSS. Selanjutnya, wawancara juga dilakukan untuk mengetahui persepsi mahasiswa terhadap aktivitas *video* dubbing yang dianalisis dengan aplikasi NVivo. Hasil penelitian menunjukkan bahwa aktivitas *dubbing video* mempengaruhi keterampilan berbicara bahasa Inggris mahasiswa yang dibuktikan dengan $p = 0.03$ (kecil dari 0.05). Di samping itu, nilai rata-rata *posttest* lebih besar dari nilai rata-rata *pretest* (71.43 lawan 69.22). Hasil wawancara menunjukkan bahwa mahasiswa menilai aktivitas ini efektif untuk meningkatkan keterampilan berbicara bahasa Inggris mereka.
Kata Kunci: Keterampilan Berbicara Bahasa Inggris; Dubbing Video; Mahasiswa Kelas Karyawan

INTRODUCTION

As a productive skill, speaking is complex since it does not only require the ability to say and pronounce the words or sentences, but also to understand the meaning of what is being spoken. In accordance to this idea, the previous studies reveal that there are many challenges faced by EFL students in Indonesia that cause them unable to speak English fluently although they have been studied English for years. The first reason is due to the position of English itself in Indonesia (Lestari, 2021). Unlike Malaysia as a neighboring country which places English as its second language so that English is spoken more frequently in formal occasions, the position of English as a foreign language in Indonesia makes it is spoken in the classroom by the students while learning English. As the result, they seldom to practice speaking English which affects their speaking skill. Compared to Malaysia, the students in Malaysia speak English more fluently because they expose more to English conversation (Winnie, et al., 2023). Based on these two distinguish situations, it is obvious that the position of English language in a country becomes one of factors that determine whether the majority of its citizens speak English fluently or not.

Another factor that causes students' poorness in English speaking is unsupportive environment. Some students admit that they are afraid of being bullied by people around them if they speak English. The reason of bullying is the stigma about English as a foreign language in this country (Sreena & Ilankumaran, 2018). Most people think that there is no need to speak English because those who are attempting to speak English are labeled belong to group that glorifies western culture (Safitri & Misdi, 2021). Consequently, the students have no willing to practice speaking English.

Moreover, students' reluctance to speak English because of bullying results further effect on their self-confidence. They have no intention to improve their speaking competency after being bullied. Consequently, they practice speaking English in the classroom only which results unsatisfying achievement (Nety, 2022). In accordance to this fact, it is generally known that learning English without practice will not bring the language skill to higher level (Nasution, 2020). Thus, lack of self-confidence is considered as a factor that cause students' speaking ability unimproved.

Furthermore, factor resulted from lack of practicing speaking English is being nervous before performing speaking ability (Listyowati & Hanna, 2021). Students get

nervous due to not having habit to speak English (Husaini, 2024). Hence, every time they are assigned for speaking performance by their English teacher, they get nervous first and it becomes a cycle as long as they do not change their mindset to keep practicing their speaking ability in any occasion.

Besides, vocabulary and grammatical issues are considered challenging among students. The students claim that English grammar is tough to understand since it is not similar to Bahasa Indonesia's grammar, so is the vocabulary (Husaini, 2024). When it comes to speaking, the students are more afraid to try. They do not know what to say because of vocabularies limitation and lack of grammatical knowledge. It is getting worse when they are in unsupportive environment because they do not have any chance to improve their speaking ability.

Some of complex factors above are found among working students at STMIK Jayanusa. It is generally known that working students have to have good time management to work and to study since they have to be responsible for both of them (Akmaludin et al., 2025; Khofifah, 2024). Working students of STMIK Jayanusa admitted that they face difficulty in English course, especially in English speaking practice. Unlike regular students, they have to be able to manage their time for working and studying. As a result, they have less time for studying. When it comes to English speaking practice, obviously they less frequent to do it since most of them work at industries which do not require the ability to speak English. Moreover, they are mostly experiencing gap years so that it has been a while for them not learning and practicing English. Consequently, they forget the grammatical rules and daily vocabulary of English which affects their English speaking practice in English course. In fact, they are not confident when they are assigned to English speaking practice and their speaking scores are not satisfying.

Utilizing technology will be beneficial to the students to solve speaking issues. In relation to this notion, speaking class which is incorporated with outstanding media is potential to engage students to classroom activity (Marhamah, et al., 2022). As a result, they can get rid of boredom and reluctant. In addition, media can help the teachers to deliver the material clearly so that the learning goals can be achieved, even the students can be more enthusiastic during the class. There are many technological tools that can be adopted into English language teaching. One of them is video. Video is a compilation of moving pictures with sounds which are recorded or filmed (Nugroho, et al., 2022). Video adoption as a teaching aid into classroom can be used variously (Masruroh, et al.,

2024). It can be used to encourage the students to participate in speaking. Specifically, the students are assigned to dub the muted video. They have to synchronize the actions in the video with their lip synching and expressions (Liekas, 2022). Hence, despite its benefit in providing audio-visual information, video-based teaching media can be utilized to encourage the students to improve their speaking through dubbing video.

Dubbing video can be an alternative method to teach speaking. Several previous studies proved that dubbing video method is beneficial for students. This method is potential to improve students' pronunciation which was proved by Djasman, et al. (2024). By comparing students' speaking pretest and postest scores, they claimed that students' postest scores were higher than pretest scores since they had tried to dub the video. Furthermore, in terms of fluency and accuracy as two components of speaking skill can be improved as well like what had been investigated by Haerunnisa, et al., (2021). It was found that students' accuracy and fluency in speaking were escalated after being taught by using dubbing video method. Similar to Haerunnisa et al., Wang and Lee (2025) argue that student' speaking fluency is improved after experiencing dubbing video method through dubbing application. That claim is derived from students' pretest and postest speaking scores.

Apart from pronunciation, accuracy, and fluency, the other speaking component, namely intonation is also potential to be better if the English teachers adopt dubbing video method into their classroom. Pardo (2020) argues that students' vocabulary and intonation are improved after they did dubbing video. In addition, students who have experienced dubbing video method agreed that this method made speaking class more fun because they were challenged to synchronize the movements in the video with what they said (Liekas, 2022). Moreover, they claimed that they were more motivated to speak English more frequently since they began to enjoy speaking English.

Those previous studies above convince that dubbing video method is potential to help the students with their speaking issues. Speaking class is more joyful and challenging so that students' reluctancy to speak English can be eliminated. In accordance to this fact, the writer is interested to incorporate dubbing video activity to elevate working students' speaking skill at STMIK Jayanusa.

METHOD

This research was a mixed-method research. It is a research which combines both quantitative and qualitative data (Lall, 2021). The quantitative data dealt with students' speaking pretest and posttest. The speaking assessment was conducted based on five components of speaking proposed by Madsen, they are grammar, vocabulary, pronunciation, fluency, and comprehension (Madsen, 1983). Besides, the qualitative data were students' perceptions on dubbing video activity. T-test was applied to get the data about the effect of dubbing video activity on students' speaking skill by using SPSS. The data of students' perceptions on dubbing video activity were attained from interview and were analyzed by using NVivo. The participants of this research consisted of 19 working students who enrolled in English 3 course.

RESULT AND DISCUSSION

Students' Speaking Improvement

The following chart presents students' speaking pretest and posttest mean scores.
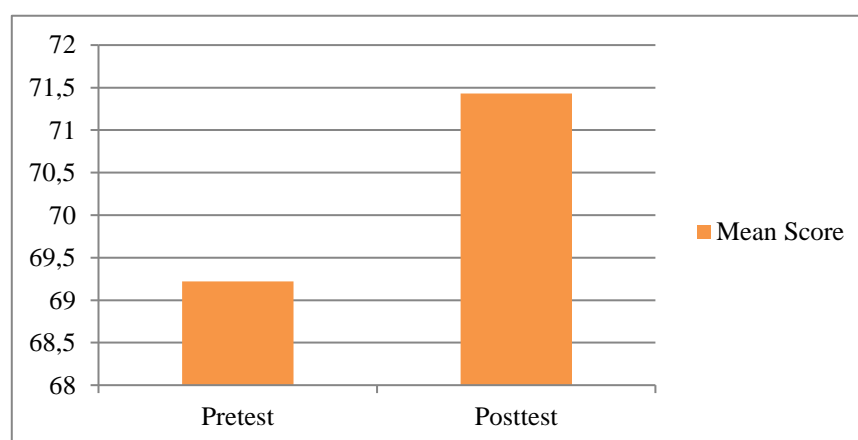
Figure 1. Comparison of students' speaking pretest and posttest mean scores

As shown in figure 1, the students' speaking posttest mean score was higher than the pretest mean score. The mean score of pretest was 69.22 while the mean score of posttest was 71.43. This finding indicates that there was improvement on students' speaking skill after experiencing dubbing video activity. Hence, the result of this research is in line with previous studies. In accordance to this fact, it is agreed that dubbing video activity makes the students practice their speaking in different way

(Djasman, et al., 2024; Haerunnisa, et al., 2021; Wang & Lee, 2025). That different way means the students have to dub the given videos as their speaking project. In relation to this research, the students did not choose which videos they would practice, but they had to accomplish dubbing project chosen by the researcher.

Each video would be played once so that the students could understand the story line of the video. After that, they dubbed the video without taking notes or memorizing the dialogues for dubbing. It resulted spontaneous speaking and challenging activity because they had to synchronize their lip movements with the video and responded their partners with appropriate responses to ensure the communication among characters in the video ran well. Based on this fact, the students had speaking practice meaningfully and their confidence was elevated (Pardo, 2020).

The further impacts was the students knew the how to pronounce the words correctly because they were given feedback after practicing if they mispronounce the words did not some words/ chose the wrong words. Consequently, got new vocabulary and had better pronunciation from this activity (Djasman, et. al, 2024; Liekas, 2022). Hence, it was no wonder that their speaking skill was improved. The detail of students' speaking components improved is discussed in the following section.

Students' Speaking Skill Components Improvement

The comparison of students' speaking skill components improvement between pretest and posttest can be seen in the following chart.
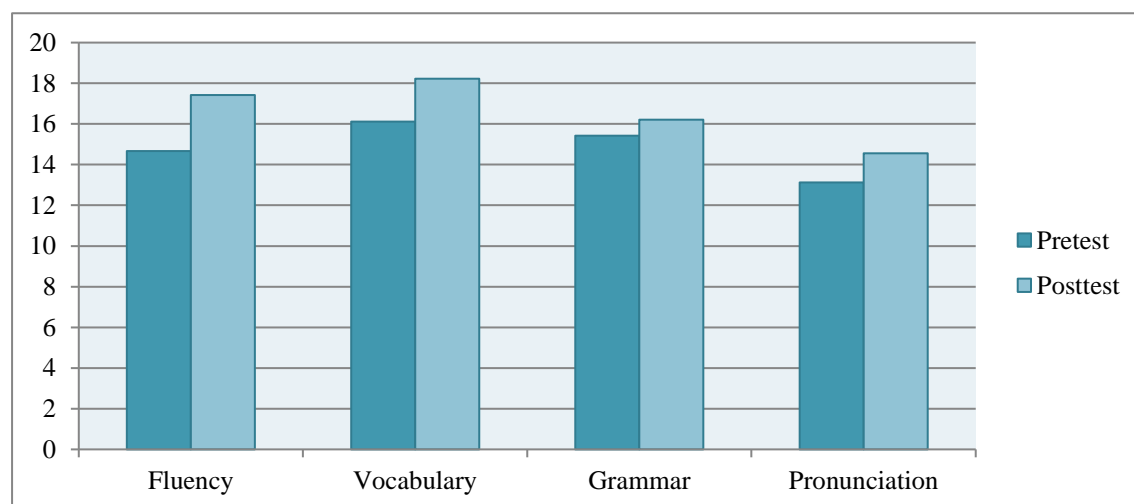
Figure 2. Comparison of students' speaking skill components
in pretest and posttest of speaking

The figure above shows that all components of students' speaking skill improved. The fluency escalated from 14.66 to 17.24, the vocabulary went up from 16.11 to 18.22, the grammar rose from 15.4 to 16.21, and the pronunciation escalated from 13.12 to 14.56. The improvement on speaking skill resulted from frequent practice of speaking (Sreena & Ilankumaran, 2018; Pardo, 2020). In relation to this study, the students had the opportunity to dub three short videos. Hence, the results met the expectation.

Moreover, there were several rules in dubbing video activity. One of them was the students had to keep going on to dub even if they did not know the English vocabulary of certain words; they were allowed to use Bahasa. In the end of their performance, they would be told the English vocabulary they did not know previously. During that time, learning took place because the students finally found out what they did not know (Brown, 2001). This activity helped the students in learning new vocabulary which they could apply in their next performance, even in other opportunity. This situation was also the same for grammar issue faced by the students in the middle of dubbing video activity. The students were told that they did not have to worry grammatical issue in speaking. They were encouraged to synchronize the events in the video with their spoken language. Later, there were grammar corrections after all performances. Consequently, they knew the correct ones from their mistakes and they could practice what they had known both in spoken and written language (Wang & Lee, 2025; Djasman, et al., 2024).

Moreover, in term of pronunciation, the students were not interrupted when they were mispronouncing the words. They would be given feedback about the correct pronunciation after performing. Thus, it is argued that both fluency and accuracy can be achieved by encouraging the students to speak first without worrying them about grammar and vocabulary issue. It is a good initial stage to get fluency because the students have the intention to speak English. Following this step, giving the correction after performance will assist the students to get accuracy in speaking. These two actions in dubbing video activity were proven effective to improve all speaking skill components. Thus, giving corrections and feedbacks after students' performances are highly recommended for the teachers.

The Effect of Dubbing Video Activity on Students' Speaking Skill

The table below displays the T-test result.

Table 1.T-test result

Test	Mean Score	Sig. 2 tailed	N
Pretest	69.22		
		0.03	19
Posttest	71.43		

The table above shows that *p* value is 0.03 (it is smaller than 0.05). It means that dubbing video activity affected students' speaking skill. In other words, H_a is accepted. This finding is supported by pretest and posttest speaking mean score which shows that the posttest mean score is higher than the pretest mean score. This research finding is the same to the previous related researches which claim that dubbing video gives effect on students' speaking skill (Djasman, et al., 2024; Haerunnisa et al., 2021; Pardo, 2020; Wang & Lee, 2025). Therefore, it is obvious that dubbing video ativity helps the working students in figuring out their speaking issues.

In short, dubbing video activity challenges the working students to speak English in a fun way. It improves their interest to speak English which is reflected on their posttest mean score and the t-test result (*p*). Hence, their speaking issues are no longer a big deal.

Students' Perceptions on Dubbing Video Activity

After analyzing the interview data by using NVivo, there were three themes found, namely working students' issues in studying English, their views on speaking, and their views on dubbing video activity. These findings are described in the following sections.

Working Students' Issues in Studying English

The interview with the working students revealed that studying English was a challenging thing to do since most of them had gap years before attending the college. Hence, they forgot what they had learnt in English subject in high schools. Therefore, they could not remember the vocabulary and grammar for speaking.

> "It has been a while not to practice English, even at the workplace. We (the workers) did not have to speak English."

> "I forgot English verbs due to not practicing English for long time."

> "I have to recall what I have studied because I do not study English anymore after graduating from high school."

Another issue faced by the students was their inability to manage the time between working and studying. They had to be responsible with their commitment to their job as well as to students' assignments (Akmaludin, et al., 2025; Khofifah, 2024; Andarayani, et al., 2021). The impact of this issue on English language studying was they could not study English maximally since they had to choose which one to sacriface between those two options. Cosequently, this situation affected their English learning outcomes.

> "Sometimes I cannot attend English class because I have lots of work to do so that I have to put more efforts in order not to leave behind."

> "After missing a class, I feel that I cannot follow the lesson which makes me more confused with English. It is getting worse when I have to practice the speaking."

> "I cannot do English assignment because of lots of work at my workplace."

Based on the findings above, it can be argued that the problems faced by working students of STMIK Jayanusa are the same as the problems faced by working students in general. It is tough for working students to balance between working and studying (Akmaludin, et al., 2025). As a consequence, their English learning outcomes do not meet the learning goals.

Briefly, working environments which do not require the students to speak English influence their English speaking skill. In addition, the gap year also contributes to this issue. Thus, implenting dubbing video activity is considered as a good choice to tackle this problem which has been proven by the comparison between the pretest and

posttest results. The speaking issues among working students as one of focal points of this research are discussed in the following section.

Working Students' Views on Speaking

The working students found out that speaking was challenging since they did not have wide-ranging vocabulary and know the grammar rules. This finding is in line with previous studies which claimed that lack vocabulary and grammatical knowledge block the students to speak English fluently (Lestari, 2021; Nety, 2022; Sreena & Ilankumaran, 2018). It has been confirmed previously that most of working students of Jayanusa had gap years; even they have worked for more than five years. What they had been through caused speaking practice was hard for them.

> "I do not have wide-range vocabulary so that I cannot speak English."

> "My problem is on fluency, I cannot speak fluently because I don't speak English a lot. I have to upgrade my speaking skill."

> "Lack of vocabulary confuses me to arrange the words into sentences."

> "My speaking is not good so that I am unconfident when I was assigned to speak English."

Several quotations above reveal some issues found among working students of STMIK Jayanusa. They comprise limited vocabulary, grammatical knowledge, and self-confident. These three issues are argued as factors that hinder both regular and working students to speak English (Husaini, 2024).

To conclude, limited vocabulary and grammatical knowledge, coupled with low self-confidence affect students' speaking performance. Those issues can be addressed by implementing dubbing video activity. The next section explores working students' perceptions on this activity.

Working Students' Views on Dubbing Video Activity

Overall, the students had positive views on dubbing video activity in speaking class. It is reflected on the following transcriptions.

"This activity helps me to improve my vocabulary and to train my memory."

"It is quite effective because I know my speaking ability after practicing the dubbing."

"I should think which words and sentences I have to use in order to synchronize to story line in the videos. By doing so, I think I am more critical to think."

"I think it's effective because I have to think fast like speaking with foreigners that it is unnecessary to use the dictionary… you know… like speaking naturally."

"I am more motivated to speak English because it challenges me."

It is argued that dubbing video activity escalated students' vocabulary and grammar in speaking (Haerunnisa, et al., 2021; Liekas, 2022; (Djasman, et al., 2024; Wang & Lee, 2025). In relation to the findings of this research, working students' vocabulary and grammatical knowledge were improved after experiencing this activity. It was caused by corrective feedback after finishing the dubbing. The students were encouraged to keep dubbing although they did not know the vocabulary; they were allowed to use Bahasa if they were clueless for the unknown vocabulary. Besides, they were also told that they did not have to mind the correct grammar while practicing the dubbing. In the end of the performance, the correct grammar would be taught to them. As a result, their speaking was improved in terms of grammar and vocabulary.

Furthermore, the students agreed that they were more motivated and more confident to speak English since todub the videos they had to think what expressions fitted what the characters did in the videos. They found it was challenging because it made them more creative. In other words, the results of this research was similar to the relevant study conducted by Liekas in 2022 which claimed that the students had higher motivation in English speaking practice. In addition, the statement of students' self-confidence that increased after experiencing dubbing video activity was in line with the previous studies as well that argued the dubbing video as a project-based learning required the students to be more active in speaking; the more frequent they tried, the more confident they would be (Pardo, 2020; Wang & Lee, 2025). Accodingly, this activity obviously has positive impact on students' speaking skill.

In accordance to the findings in this section, the working students of STMIK Jayanusa gave positive perceptions on the implementation of dubbing video activity in speaking. They admitted that the activity made them more active as well as more confident to speak English after not practicing English speaking in a long period. Thus, it is safe to say that this activity has helped them in tackling the issues of English speaking among them as working students.

CONCLUSION

To wrap up, dubbing video activity showed its effectiveness in improving the speaking skills of working students at STMIK Jayanusa, who had experienced a long hiatus in English practice. The students' posttest mean scores of speaking was 71.43 while their pretest mean scores was 69.22. It was supported by the T-test result which confirmed significant improvement on their speaking skill ($p = 0.03 < 0.05$). It proved that dubbing video activity gave positive impact on students' speaking skill. Moreover, the students agreed that dubbing video activity was effective in enhancing their speaking skill in terms grammar, vocabulary, self-confidence, and speaking motivation. Thus, this activity succeeded to help working students who were re-engaging with English after a long hiatus. This study contributes a novelty to the literature because previous researches focused on full-time students at university, whereas no studies involved working students. Future researches are suggested to use larger sample in order to generalize the research findings.

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