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## Does Video Dubbing Project Affect EFL Students' Self-Efficacy and Proficiency in English?

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### Abstract

Video Dubbing, or adding translated dialogues into a film or series, has been applied as a learning method in EFL speaking courses. Students can download videos from any platform and record their voice-overs in English. Previous research primarily studied the effect on students' skills. The impact on motivation, confidence, and self-efficacy is still worth exploring. Therefore, this research examined the effectiveness of the Video Dubbing Project on EFL students' self-efficacy and proficiency in speaking. This research design is Mixed-methods, which are pre-experiment and descriptive qualitative. The subjects were 38 students in grade 9 of junior high school in Situbondo, Indonesia. The result showed that it was significantly effective in improving self-efficacy and proficiency. However, based on the qualitative data, this project was simple for proficient students, but for those with low self-efficacy, the absence of a requirement to show their faces on camera empowered them to attempt this project. Upon completing their videos, they often express surprise and satisfaction by saying, "Turns out! I can speak English."

**Keyword:** *video dubbing project, EFL students, self-efficacy, speaking proficiency.*

### Abstrak

*Video dubbing* atau menambahkan dialog terjemahan ke dalam film atau serial, telah diterapkan sebagai metode pembelajaran berbicara EFL (*English as a Foreign Language*). Siswa dapat mengunduh video dari platform mana pun dan merekam suara mereka dalam bahasa Inggris. Penelitian sebelumnya lebih berfokus pada mempelajari pengaruhnya terhadap keterampilan siswa. Dampaknya terhadap motivasi, kepercayaan diri, dan efikasi diri masih layak untuk dieksplorasi. Oleh karena itu, penelitian ini mengkaji efektivitas Proyek Dubbing Video terhadap efikasi diri dan kemampuan berbicara siswa EFL. Desain penelitian ini adalah *mixed-method*, yaitu pra-eksperimen dan

deskriptif kualitatif. Subjek penelitian adalah 38 siswa kelas 9 di sebuah SMP di Situbondo, Indonesia. Hasilnya menunjukkan bahwa proyek ini secara signifikan efektif dalam meningkatkan efikasi diri dan kemampuan. Namun, berdasarkan data kualitatif, proyek ini terasa sederhana bagi siswa yang sudah mahir, tetapi bagi mereka yang memiliki efikasi diri rendah, ketidakhadiran kewajiban untuk menunjukkan wajah di kamera memberi mereka keberanian untuk mencoba proyek ini. Setelah menyelesaikan video mereka, mereka sering kali mengungkapkan rasa terkejut dan kepuasan dengan mengatakan, "Ternyata! Saya bisa berbicara bahasa Inggris."

**Kata kunci:** *proyek sulih suara, siswa EFL, efikasi diri, kemahiran berbicara.*

## INTRODUCTION

Many theories of education and teaching adopt psychological theories. One is self-efficacy, first introduced by a psychologist, Albert Bandura (1977). Self-efficacy refers to a person's belief in the ability to perform actions to attain his or her objectives (Bandura, 1978). This theory has been extensively researched for its influence and relationship with various aspects of EFL or ESL learning, such as anxiety and speaking performance (Y. Ma, 2022), motivation and learning outcomes (Li et al., 2024), and learning satisfaction (Asakereh & Dehghannezhad, 2015). Due to the many possible connections, (Almohammadi, 2023), who reviewed some research, suggests that the current study of EFL self-efficacy is still in its early stages and has numerous unexplored features. Therefore, this topic remains worthy of further investigation.

When studying self-efficacy in EFL speaking, aligning with speaking proficiency is crucial because proficiency is a widely recognized variable that serves as a standard level of English-speaking skills. Furthermore, numerous studies indicate a positive correlation between proficiency and self-efficacy (Asakereh & Dehghannezhad, 2015; Chang & Tsai, 2022; Joni & Wirastuti, 2018; L. Ma et al., 2021; Wang & Sun, 2020). Indeed, (Li et al., 2024) argued that they are interrelated and reinforce the process of learning speaking skills. However, there is a small body of research that suggests otherwise. (L. Ma et al., 2021) revealed that self-efficacy affects proficiency only among urban students rather than rural ones. Additionally, (Wang & Sun, 2020) inferred in the study that the impact of self-efficacy differs between research findings in Western and Asian countries. It implied that self-efficacy may not adequately represent proficiency, especially for EFL learners in Asia, who typically face more difficulties learning English than ESL learners in Western countries. (L. Ma et al., 2021) also

investigated the fact that extraneous motivation does not correlate with self-efficacy, while innate motivation correlates. Due to these previous studies, proficiency levels in ESL speaking in Asian countries cannot fully represent self-efficacy, and vice versa.

In Indonesia, the issues of self-efficacy and speaking proficiency remain significant challenges. Despite the lengthy duration of studying this subject, spanning several years at elementary and secondary levels, the outcomes still need to be maximized. Even worse, (Hermagustiana et al., 2021) noted that Indonesia ranked 39th out of 80 nations in 2017, with a proficiency score of 52.15 according to the English First English Proficiency Index (EF EPI). This low proficiency score is closely related to psychological factors. When most Indonesian students begin learning English, they often experience anxiety about speaking and fear of making mistakes, leading them to avoid practicing speaking (Renandya et al., 2018). Consequently, Indonesia needs to improve its English proficiency and engage in discussions, negotiations, petitions, or competitions with other countries in learning English (Tridinanti, 2018, cited in Hermagustiana et al., 2021). Therefore, EFL teachers in Indonesia face more complex challenges than ESL teachers. (Fan, 2022) suggested that EFL teachers need to be serious about solving the issue of self-efficacy and proficiency. (Almohammadi, 2023) recommended that current research concentrate more on interventions or teaching methods, which must be more straightforward and applicable in English-speaking classes and make examining effectiveness convenient.

One popular teaching method in EFL speaking is assigning students to create a video project. Indonesian ELF teachers have widely applied it since publishing students' work on YouTube and other video-based social media platforms is easy. Students can be tasked with deciding on a topic, working on language aspects, planning the video, drafting, editing, and uploading the finished video on any social media platform (Ismailia & Binarkaheni, 2022). Nevertheless, students who cannot edit videos may encounter difficulties in such projects, leading teachers to teach video editing tutorials. This process is time-consuming, posing challenges in time management, and if the completion time extends, it may result in task accumulation or overlapping.

These challenges can be addressed by simplifying the video project. One method that can be applied is video dubbing, which refers to replacing movie dialogue audio with another language voice-over. This inventive idea has been

implemented by teachers in speaking classes. Students only need to download a video from any platform and record their voice simultaneously with a screen recording application while the video is muted. This method has recently been investigated in previous studies in descriptive research, case studies, classroom action research, and experiments. Several studies have shown that this method effectively improves students' speaking skills (Sumardi et al., 2020; Tyas & Fitriani, 2021; Zheng et al., 2023). Furthermore, this method benefits in many aspects, such as literacy, students' emotional and instructional responses to learning (Riyanto, 2020), pronunciation (Jalilvand & Ghafournia, 2023), and cooperative skills (Huang, 2022). (Jalilvand & Ghafournia, 2023) stated that this method is as effective as shadowing or lipsyncing native speakers, which are typically difficult to perform. Thus, video dubbing is a highly recommended method for achieving optimal learning outcomes in speaking proficiency.

The other advantage of a video dubbing project is that it does not require students to show their faces on camera (screen and audio recording only). It can potentially influence students' psychological and emotional states, particularly those with low self-efficacy, as they often lack confidence in public speaking. Previous research on video dubbing projects did not align with self-efficacy; instead, they focused on anxiety (Zhang et al., 2020). Although these two factors are related, anxiety is just one aspect of the concept of self-efficacy, not the entirety (Y. Ma, 2022). Huang also states that self-efficacy does not correlate with public anxiety as several intrinsic and extrinsic factors affect self-efficacy. Therefore, investigating the impact of video dubbing projects on psychological aspects such as self-efficacy is still necessary while not neglecting the cognitive aspects and speaking skills represented by proficiency variables.

Based on these considerations, this study examines the effectiveness of the video dubbing project on self-efficacy and proficiency in speaking. As a refinement, detailed descriptions are necessary to unravel what students experience and discover this method's most crucial instructional elements. Therefore, this research also conducts qualitative analysis to obtain students' perspectives on the project. This study was executed based on three research questions; 1) does video dubbing project significantly improve the students' self efficacy? 2) does video dubbing project significantly enhance the students' speaking proficiency? and 3) What are the students' perspectives toward the video dubbing project?

## **METHOD**

This study employed mixed methods in terms of explanatory sequential, which combines quantitative research and its analysis first, followed by qualitative research to enrich the findings with explanations (Cresswell et al., 2003). This study mixed pre-experimental and qualitative descriptive design. The subjects were 38 students in grade 9 of junior high school in Situbondo, Indonesia.

The pre-experiment compares pretests and posttests of self-efficacy and speaking proficiency to examine the effectiveness of the video dubbing project. Two instruments were utilized: questionnaires on self-efficacy administered before and after treatment, adapted from (Zhang et al., 2020), and oral pretests and posttests to assess speaking proficiency. Two hypotheses were posited: 1) the video dubbing project significantly improve students' self-efficacy, and 2) the video dubbing project significantly enhance students' speaking proficiency.

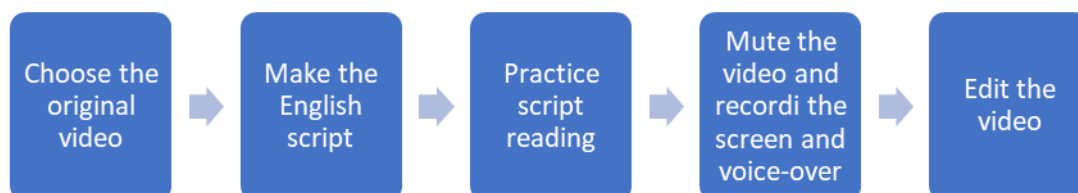
After the experiment, qualitative data about students' perspectives were obtained through interviews with four students. The researcher designed the instruments to align with the research objectives and then asked a language assessment expert to validate the interview items. They included: 1) What are your opinions on learning through this video dubbing project? 2) How do you perceive its stages, complex or otherwise? 3) What do you think of your speaking performance in the video? Can the video dubbing project enhance your speaking skills? 4) After the video dubbing project, what have you learned about speaking? 5) Do you believe that if you work hard to learn to speak, you will be able to speak fluently and accurately?

### **The Intervention (Video Dubbing Project)**

The treatment of this experiment is the video dubbing project which focused on the speaking especially procedure text (cooking recipes). The process involved several steps: 1) selecting a topic and a video for dubbing, 2) crafting a script, 3) practicing script reading, 4) recording, and 5) editing. The recording process was simple: students mute the original video, then record the screen and their voice using applications or software on smartphones or laptops. The editing phase was easy, typically involving the removal of unnecessary segments from the beginning or end. Students could also capture their faces in a corner of the

video (optional). After finishing the project, students can publish their videos on YouTube. These stages are delineated in Figure 1.

**Figure 1.** The Stages of The Video Dubbing Project



## RESULTS AND DISCUSSIONS

In the video dubbing project, students have undergone several stages as planned. The videos mainly originate from SHORTS videos on YouTube, ranging from 2 to 5 minutes. The following stage is making the English script. The teacher plays a role in correcting content and grammar. Next, the students rehearsed script reading with the teacher to check their pronunciation and intonation. Once the script and rehearsal are completed, students proceed to recording. They utilize OBS for recording and CapCut for editing. Some students added their favorite background music and created intros. The entire process spans approximately three meetings.

### Pre-Experiment Results of Self-Efficacy

As previously elucidated, pre- and post-questionnaires were filled out by the students and then quantified into numerical values (see Appendix 1). Subsequently, they were analyzed using a non-independent t-test. The results are displayed in Table 1 and 2.

**Table 1.** Means of Pre- and Post-Questionnaires of Self-efficacy

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_Questionnaires	55.26	38	7.979	1.294
	Post_Questionnaires	70.21	38	8.712	1.413

**Table 2.** The Results of Non-independent t-test for Self-Efficacy

		Paired Differences	t	df	Sig.
Pair 1	Pre_Questionnaires	-12.652	-13.196	37	.000
	Post_Questionnaires				

Based on Table 1, the means of self-efficacy pre-questionnaires is 55.26 while post- is 70.21. The significance level in Table 2 shows .000, less than 0.05, which means the difference is significant and the hypothesis is confirmed. It then inferred that the students' self-efficacy significantly improved after the video dubbing project.

### Pre-Experiment Results of Speaking Proficiency

The following calculation is on pre-and posttest of speaking proficiency. It is shown in Table 3 and 4.

**Table 3.** Means of Pre- and Posttest on Speaking Proficiency

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_test	69.92	38	10.908	1.770
	Post_test	80.50	38	9.814	1.592

**Table 4.** The Results of Non-independent t-test on Speaking Proficiency

		Paired Differences	t	df	Sig.
Pair 1	Pre_test – Post_test	-8.715	-11.503	37	.000

According to Table 3, the means of pretest is 69.92 while post-test is 80.50. the difference is considered since the significance level is .000. Thus, the hypothesis is confirmed. Consequently, it can be inferred that the students' speaking proficiency significantly enhanced after the video dubbing project.

### The Results of qualitative analysis on Students' Perspectives

After the experiment, the qualitative data obtained from interviews was displayed in a transcript. After that, the unnecessary data was reduced, and the rest was categorized based on the similarities and differences, as displayed in Table 5.

**Table 5.** The Results of the Interviews

No	Questions	Respondents' responses	Inferences
1	What is your opinion on learning through this video dubbing project?	<i>"I like it." "I love watching the video again and again."</i>	The students love the learning process and their dubbed videos.
2	How do you perceive its stages, difficult or easy?	<i>"difficult, but interesting." "Easy"</i>	Some students thought the process was complex, and others said otherwise.
3	What do you think of your speaking performance in	<i>"I can speak better at the video."</i>	They self-assessed that their speaking

	the video? Can the video dubbing project enhance your speaking skills?	<i>"I still do not believe it was me." "I can speak english even though by many repetitions." "the script reading practice makes me better."</i>	proficiency improved through the video.
4	After the video dubbing project, what have you learned about speaking?	<i>"Practice makes perfect." "I need to level up my pronunciation."</i>	They know some strategies to improve speaking skills.
5	Do you believe that if you work hard to learn to speak, you will be able to speak fluently and accurately?	<i>"Yes" "I think so. I will do such speaking practices again next time with other videos."</i>	Their self-efficacy is rising and improving.

Several findings were revealed based on the interview results. *First*, Proficient students tend to perceive Video Dubbing Projects as simple and easy tasks, whereas less proficient and less efficacious students view them as challenging and exciting. They love to watch their video several times. *Second*, students with low self-efficacy favor that they can choose whether to show their face on camera or not, and their bravery to perform was raised because of it. *The last* is that the students enjoyed the outcome of the video and self-assessed that their speaking proficiency improved through the project. They expressed emotional statements such as "turns out, I can speak English". When asked about self-belief in their speaking skills, they showed optimism that their abilities in English speaking will continue improving.

The quantitative and qualitative findings have yielded that the video dubbing project effectively enhances self-efficacy and proficiency in speaking. It contributes to complementing previous research on the effectiveness of video dubbing on speaking skills (Sumardi et al., 2020; Tyas & Fitriani, 2021; Zheng et al., 2023). Additionally, it found that this technique effectively enhances self-efficacy; thus, it can be applied in other research settings and even in countries with similar EFL self-efficacy issues as Indonesia. It can even benefit students who lack self-efficacy in English learning, providing a good starting point for subsequent learning processes.

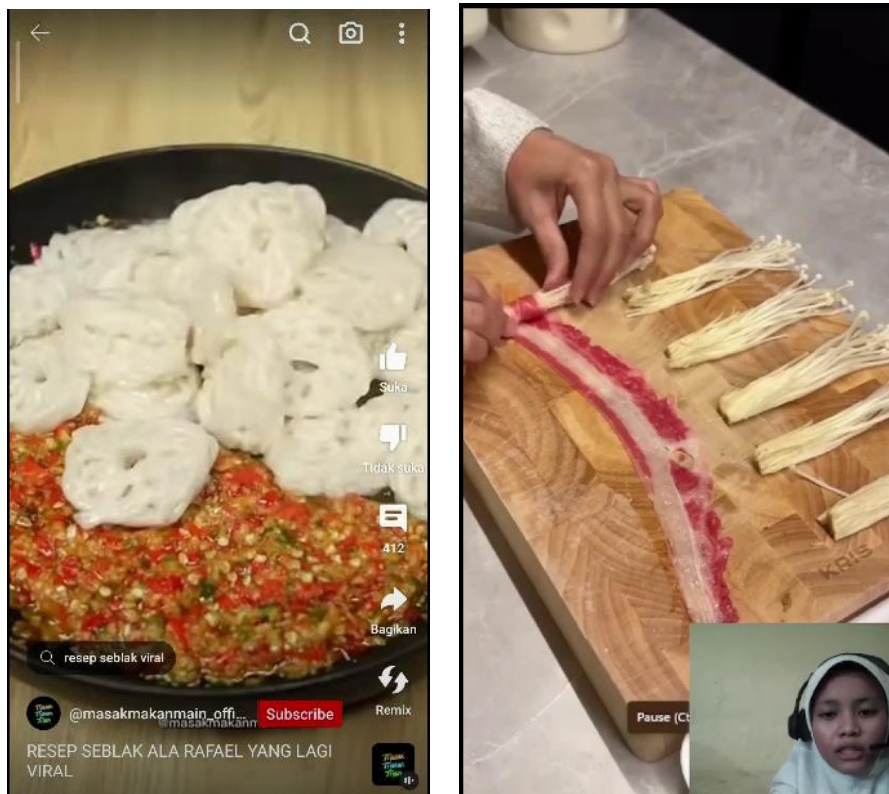
Conversely, previous research that stated that self-efficacy is not linear with proficiency in EFL countries in Asia (L. Ma et al., 2021) is not linear with this current research findings. Video dubbing as a research intervention can be



utilized in many countries facing the same issues. The intervention results prove it to be a simple and enjoyable method, aligning with the requirements outlined by (Almohammadi, 2023) regarding effective methods suitable for enhancing self-efficacy.

This research also unravels the interrelationship between self-efficacy, proficiency, and various other factors. This study contributes to understanding how self-efficacy relates to anxiety (Y. Ma, 2022), as evidenced by students stating they are willing to create videos because they do not need to show their faces. Whereas, the students with high self-efficacy gladly showed their faces (see figure 2) (*Dubbing Video (Procedure Text) Grade 9 Students*, n.d.). Thus, self-efficacy is also related to learning motivation, as previously researched (Li et al., 2024). The study also revealed that students will employ techniques or learning strategies like this project for speaking practice in the future. Even highly motivated students believe this method is effective in enhancing proficiency.

**Figure 2.** Screenshoots of the students' video dubbing projects uploaded on Youtube



Despite the benefits, this research identifies inconsistencies in the results for high-proficiency students. The statement that the project is simple prompts requests for more challenging tasks. This study suggests future research to

examine the differential treatment between proficient and low-proficient students. If the results differ between the two groups, further research could be conducted into developing differentiated speaking projects based on students' proficiency levels.

## CONCLUSIONS

The results of the experimental data analysis indicated that the hypothesis regarding the influence of the Video Dubbing Project on self-efficacy and speaking proficiency is confirmed. It implies that the project is established to be an effective teaching method that significantly enhances self-efficacy and speaking proficiency. Qualitatively, students' perceptions of this project are also highly favorable. While high-proficiency students find the Video Dubbing Project simple and easy, those with lower proficiency perceive it as challenging and enjoyable. They expressed satisfaction with the outcomes and were surprised by their newfound ability to speak English fluently in the video. The qualitative findings explain the detailed influence of the Video Dubbing Project on their self-efficacy.

The limitation of this study is that the subject was only a class of a junior high school on a specific topic of procedure text. Further research can apply this method to other levels of education and other genres, such as stories, movies, and news. More explorable variables can be examined through this method, such as students' engagement, participation, and vocabulary acquisition. Practically, this innovative method suggests that educators should consider young generations' trends, especially social media content. As a result, English classes will feel more up-to-date and enjoyable.

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