



ENHANCING ADJECTIVE VOCABULARY THROUGH VIDEO DUBBING: AN EXPERIMENTAL STUDY AT A VOCATIONAL SCHOOL

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Abstract

This study aims to explain the improvement of students' vocabulary in using adjectives. A quantitative approach was employed, using a pre-experimental design. The researcher conducted a pre-test, followed by a treatment using video dubbing, and concluded with a post-test. The participants were students from class XI at SMAK Makassar, specifically 37 students from class XI D. Due to the small size of the population, the researcher applied total sampling to collect the data. The findings of the study indicate that the video dubbing method significantly improved students' vocabulary, particularly in verbs. The average pre-test score was 44.05, which increased to 80.54 in the post-test, representing an improvement of 36.48%. Based on the data analysis, the p-value for vocabulary improvement was 0.01, which is less than the significance level $\alpha = 0.05$. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted, indicating that video dubbing had a significant effect on students' vocabulary acquisition. The use of video dubbing engages students in listening, understanding, and actively using vocabulary in context. Learning vocabulary through contextual exposure helps students better understand the meaning, usage, and nuances of words. Additionally, students enjoy this method because they can hear native speakers and acquire vocabulary more naturally and engagingly.

Therefore, it is recommended that teachers incorporate video dubbing projects into their teaching strategies to enhance students' vocabulary, particularly in the area of adjectives.

Keywords : adjectives, video dubbing project, vocabulary

INTRODUCTION

In learning English, vocabulary is a fundamental element that greatly determines students' success in mastering the four language skills: listening, speaking, reading, and writing. Vocabulary is fundamental to mastering all English skills (Nation, 2020). It serves as a primary tool to understand and express meaning in various language contexts. However, mastering vocabulary is not an easy task. Many students face difficulties in understanding and remembering new words, especially adjectives, which are essential for describing objects, people, and situations. A limited understanding of adjectives often prevents students from constructing expressive and descriptive sentences. These challenges are exacerbated by monotonous teaching methods, such as lectures without the support of interactive media, making it difficult for students to stay engaged and understand vocabulary meaningfully (Putri & Sari, 2021).

One effective solution to address this issue is the use of video dubbing media as a teaching aid. Video dubbing involves replacing the original voice in a video with the student's voice, which requires them to listen, comprehend, and pronounce new vocabulary within a real context. This method provides an enjoyable learning experience and actively engages students in the language learning process. Video dubbing engages students in contextual vocabulary learning and improves their pronunciation, fluency, and word retention (Hasanah & Pratiwi, 2022).

Specifically, the use of video dubbing has proven effective in improving students' understanding of adjectives. During the dubbing process, students often describe characters, settings, or objects in the video, which requires them to use various adjectives accurately. Thus, vocabulary learning becomes more meaningful, as it is presented through engaging visual and auditory contexts.

Based on the explanation above, it is important to research the effectiveness of video dubbing media in improving students' vocabulary mastery, particularly in the category of adjectives, especially for vocational school students who typically require practical and contextual learning approaches.

Literature Review

A study conducted by Arianto (2003) on the use of media in teaching vocabulary to young learners concluded that instructional media should be attractive and engaging for students. The use of appealing media in the classroom was found to increase students' motivation in learning, encourage them to respond actively, facilitate repetition and reinforcement, and foster a greater interest in learning English. This suggests that the integration of interactive and engaging media plays a vital role in improving students' vocabulary acquisition and overall language learning experience.

According to Rokni and Karimi (2013), the use of visual materials is more effective than learning without them. Their research highlighted the positive impact of incorporating visual aids, such as pictures and flashcards, in the vocabulary learning process. Students were better able to remember words and construct sentences when they learned vocabulary with the support of visuals, as opposed to solely verbal instruction. Moreover, using pictures in teaching vocabulary contributed to creating a more engaging classroom environment, as students were naturally drawn to visual stimuli and found the learning process more enjoyable. Most importantly, the study concluded that visual materials significantly enhance memory retention, making them a powerful tool for vocabulary acquisition. In this study, the researcher utilized video Dubbing as media of teaching vocabulary especially adjectives to observe a significant improvement in students' learning outcomes.

Vocabulary

Vocabulary plays a crucial role in supporting students when learning grammatical structures. It provides a foundation that learners can rely on while developing their language skills. In order to use vocabulary effectively, students need to learn strategies for storing new words in long-term memory. Memorization alone is not enough—they also need to practice using vocabulary in their daily lives to reinforce their understanding. When students have a rich vocabulary, they feel more confident and comfortable in both speaking and writing. With a sufficient number of words at their disposal, they are more capable of constructing clear, meaningful, and grammatically correct sentences.

Vocabulary plays a vital role in the process of language acquisition. It is the foundation upon which all other language skills—such as listening, speaking, reading, and writing—are built. According to Schmitt (2020), vocabulary is not just a collection of isolated words but a system that enables learners to understand and produce meaningful communication. Without adequate vocabulary, learners cannot effectively grasp grammar structures, comprehend texts, or express ideas clearly.

One of the main challenges in vocabulary learning is how to transfer newly learned words from short-term memory to long-term memory. To achieve this, students must engage in active learning strategies, such as repetition, contextual use, and meaningful practice. Nation (2020) emphasizes that deep processing, such as using words in speaking and writing tasks, significantly increases retention and recall.

When students possess a wide range of vocabulary, particularly in the form of adjectives, they become more confident in producing language. Adjectives are essential in constructing descriptive sentences, expressing opinions, and providing detailed information. The ability to use adjectives fluently allows learners to create richer and more precise communication, both in oral and written forms. However, traditional vocabulary instruction often fails to provide meaningful context or student engagement. Methods such as rote memorization or lecture-based teaching do not always promote long-term retention or interest. In this context, multimedia and interactive methods, such as video dubbing, can serve as powerful tools to enhance vocabulary learning. Video dubbing requires students to actively listen, analyze, and reproduce spoken language, which naturally integrates vocabulary practice with pronunciation, intonation, and context.

Vidio Dubbing

Dubbing is defined as the replacement of the original speech in a video with a new voice track that attempts to match the phrasing, timing, and lip movements of the original dialogue (Luyken, as cited in Tanase & Cuza, 2014). In language learning contexts, dubbing has emerged as an innovative and engaging technique to enhance students' linguistic abilities, particularly vocabulary acquisition. According to Burston (2005), dubbing can significantly improve students' self-monitoring skills and productive language skills, such as speaking and pronunciation. Through dubbing activities, learners are required to synchronize their spoken dialogue with the visual cues and narrative of a given scene. This process demands accurate vocabulary usage, appropriate pronunciation, and a deep understanding of the context, all of which contribute to more meaningful language learning.

In addition, Danan (2010) emphasizes that dubbing fosters vocabulary development, speaking fluency, and pronunciation skills. It is considered a fun and creative learning activity that encourages student initiative and active participation. As students engage in dubbing, they are exposed to authentic language use, which helps them internalize new words and expressions more effectively.

Dubbing activities are particularly useful in teaching English as a foreign language (EFL). They provide a context-rich environment where students not only memorize vocabulary but also apply it in real-time, enhancing both retention and practical use. By participating in dubbing projects, students experience language learning as an enjoyable and interactive process, which can increase motivation and confidence. According to Jordge Díaz Cintas (2009), dubbing is a type of interlinguistic audiovisual translation that involves the complete replacement of the original language soundtrack with a new soundtrack in the target language. This process is typically used for broadcasting audiovisual content in countries where the original language is not widely understood or spoken as a mother tongue.

One of the key aspects of dubbing is that it aims to produce an equivalent impact on the target-language audience as the original audiovisual product does on its native audience. To achieve this, the translator must adapt the source text in such a way that it aligns with the cultural, linguistic, and communicative norms of the target audience. As a result, dubbing is not merely a literal translation but a creative process that often involves modification of dialogue, tone, expressions, and cultural references to suit the expectations and standards of the audience in the target language or country.

This adaptability makes dubbing not only a tool for cross-cultural media exchange but also a powerful medium for language learning, particularly in enhancing vocabulary acquisition, listening skills, pronunciation, and contextual understanding of language use.

There are some ways to teach vocabulary by using dubbing video adopted by Burston outline in Manurung (2019). The ways are briefly explained below:

- a. The first thing to do is provide instructions on how to use video dubbing.
- b. The second provides guidance on how to memorize and understand the vocabulary quickly by using the practice in accordance with what is watched through the visual audio that is in the form of video.
- c. The third tells the students to record the vocabulary they get when they finish watching the video.
- d. Fourth, then students one by one or pair up forward to know the level of understanding of students in memorizing vocabulary.
- e. Fifth, students then demonstrate according to the sound that is on the video.
- f. Sixth, finished video dubbing students in request evaluation.

Adjectives

In grammar, an adjective is a word whose main syntactic role is to modify a noun or pronoun, giving more information about the noun or pronoun's definition. Some examples can be seen in the box to the right. Collectively, adjectives form one of the traditional English eight parts of speech, though linguists today distinguish adjectives from words such as determiners that also used to be considered adjectives. adjective as a word used with a noun to describe or point out, the person, animal, place, or thing which thenoun names, or to tell the number or quantity. Meanwhile, Sharpe (2000: 163) stated that Adjectives and adjective phrases describe nouns. They may be used to describe quantity (number or amount), sufficiency (number or amount needed), consecutive order (order in a sequence), quality (appearance) and emphasis (importance of force). Descriptive adjectives are the largest class of

the four types of adjectives, the others being adjectives of quantity, demonstrative adjectives, and pronominal adjectives.

In other words, descriptive adjectives are words that function to describe nouns. Specifically, adjectives describe the action, state, or quality that nouns refer to. Most adjectives and adjective phrases have only one form in English. They do not change to agree with the nouns they describe.

In English, most adjectives and adjective phrases do not change form to agree with the noun they describe. Unlike some other languages, English adjectives are invariable, meaning the same form is used regardless of whether the noun is singular or plural, masculine or feminine. In summary, adjectives are essential in building rich and expressive sentences. A strong command of adjectives allows language learners to communicate more precisely and vividly, especially in descriptive or narrative contexts.

METHOD

This study employed a pre-experimental design, specifically the one-group pre test-post test design, to investigate the effectiveness of the video dubbing technique in enhancing students' vocabulary mastery. The research was conducted at SMAK Makassar, with the primary objective of determining whether the application of dubbing videos could improve students' vocabulary acquisition.

The participants of the study were Grade XI students of SMAK Makassar, consisting of 37 students in total—15 males and 22 females. The research instrument used was a vocabulary test, which served as both the pre-test and post-test. Before the treatment, a pre-test was administered to assess the students' initial vocabulary level.

The treatment phase involved four sessions using the video dubbing method, during which students practiced vocabulary by taking turns reading and dubbing dialogues. These sessions aimed to reinforce vocabulary learning through contextual and practical application.

Following the treatment, a post-test was administered to measure the students' vocabulary improvement. The data collected from both the pre-test and post-test were analysed using descriptive statistics to calculate the mean scores, and a paired sample t-test was employed to determine the statistical significance of any observed differences. The data analysis was performed using SPSS version 27.

FINDINGS AND DISCUSSION

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

| No | Classification | Score | Vocabulary in Adjective | | | |
|-------|----------------|----------|-------------------------|---------|-----------|---------|
| | | | Pre-test | | Post-test | |
| | | | Freq | Percent | Freq | Percent |
| 1 | Very Good | 80 – 100 | 0 | 0% | 29 | 78,3% |
| 2 | Good | 66 – 79 | 0 | 0% | 8 | 21,6% |
| 3 | Average | 56 – 65 | 10 | 27,0% | 0 | 0% |
| 4 | Poor | 46 – 55 | 11 | 29,7% | 0 | 0% |
| 5 | Very Poor | 0 – 45 | 16 | 43,2% | 0 | 0% |
| Total | | | 37 | 100% | 37 | 100% |

Table 1. The students Improvement in pre test and post test

The table presents a comparison of students' performance in vocabulary specifically in adjectives based on pre-test and post-test results, categorized into five classification levels: Very Good, Good, Average, Poor, and Very Poor. The sample consisted of 37 students from grade XI at SMAK Makassar. In the Pre-test results:

- a. Very Good (80–100): 0 students (0%)
- b. Good (66–79): 0 students (0%)
- c. Average (56–65): 10 students (27.0%)

- d. Poor (46–55): 11 students (29.7%)
- e. Very Poor (0–45): 16 students (43.2%)

These results indicate that before treatment, the majority of students (43.2%) were in the “Very Poor” category, and only 27.0% achieved an “Average” level. Notably, none of the students reached the “Good” or “Very Good” classifications. This suggests a low baseline of vocabulary knowledge in adjectives prior to the implementation of the video dubbing method.

After pretest, the treatment was conducted in the classroom setting, where the researcher began by providing a brief explanation of adjectives establish a foundational understanding of the vocabulary categories being targeted. Following the initial instruction, the researcher introduced the students to the video dubbing project method, outlining its objectives and procedures.

During the vocabulary learning phase, particularly focusing on adjectives, students were divided into small groups to encourage collaboration and peer learning. Each group was assigned a video dubbing task relevant to the topic being taught. The students were required to dub over the video using appropriate vocabulary based on their understanding and ability. Throughout the activity, the researcher monitored the students' performance and provided corrective feedback when necessary. If any mistakes in word usage or sentence construction occurred, the researcher intervened to guide students in revising and improving their output. This interactive process helped students apply vocabulary in a meaningful context and promoted active learning.

After the treatment of the video dubbing technique, the researcher the post-test data reveals a dramatic improvement in vocabulary performance result are a majority of students (78.3%) achieved the “Very Good” category but the remaining 21.6% reached the “Good” category. Importantly, none of the students remained in the lower three categories (Average, Poor, or Very Poor).

This finding is supported by Wakefield (2014), who stated that dubbing serves as an effective method for language practice and learning. To achieve the goal of vocabulary improvement, students actively participate in various video dubbing activities, which enhance their exposure to authentic language use, pronunciation, and contextual vocabulary and also related with Puspitasari and Yulianti (2022), “video dubbing tasks enabled students to internalize adjective meanings through visual and auditory engagement”.

Based on the results of this study, it can be concluded that the implementation of the video dubbing project method significantly improves students' vocabulary in adjectives, particularly among students of Class XI-D at SMAK Makassar.

CONCLUSION

The implementation of the video dubbing project effectively improved students' vocabulary mastery, particularly in adjectives. This improvement is reflected in the students' performance results, where the average pre-test score was 44.05, and the average post-test score increased to 80.54. This indicates a gain of 36.49%, demonstrating a significant enhancement in students' vocabulary acquisition after the treatment.

Video dubbing is not only an innovative teaching strategy but also a practical tool to enrich students' vocabulary through interactive and student-centered learning. Therefore, it is recommended that English teachers, especially at the secondary level, consider implementing video dubbing projects as a supplementary method to support vocabulary development, particularly in mastering adjectives. Future researchers are also encouraged to explore the application of this method in other aspects of language learning, such as speaking fluency and listening comprehension.

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