
Assessing Self-Confidence Levels Among Students Engaged in Dubbing Video Activities

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Abstract

Objective: This study aims to assess the impact of dubbing video activities on students' self-confidence levels. **Theoretical framework:** This study is based on Bandura's theory, which emphasizes self-confidence as a crucial factor in students' ability to maximize their performance in the teaching and learning process. However, a low level of self-confidence remains a persistent challenge, particularly in Indonesia, where language anxiety and fear of making mistakes hinder students from expressing themselves. **Literature review:** This study includes a study of the effectiveness of using dubbing video as the learning media in increasing students' self-confidence levels using a questionnaire based on three indicators of Lindefield and Lauster's theory. **Methods:** Using a pre-experimental one-group pretest-posttest design, the research involved 30 ninth-grade students at a junior high school in Mumbulsari, East Java. Students completed a self-assessment questionnaire using a 5-point Likert scale before and after the treatment. **Result:** The results show a significant improvement in students' self-confidence after participating in the dubbing video activities. The mean score increased from 79.93 (pretest) to 90.67 (posttest). The data were normally distributed, linear, and allowed for valid parametric analysis. A paired sample t-test revealed a significant difference with a p-value < 0.001, indicating that the dubbing video activity had a statistically significant positive effect on students' self-confidence. **Implications:** Overall, dubbing video activities are effective in enhancing students' self-confidence. They offer a creative, low-anxiety environment that encourages expression and builds learners' belief in their ability to use English successfully. **Novelty:** This study emphasizes and focuses on the vital aspect that students should master before mastering another aspect of learning English. This study also proposes dubbing video as a learning medium to be a new technological approach to increase students' confidence levels.

Keywords: dubbing video, self-confidence, english language learning, student motivation, multimedia learning.

INTRODUCTION

The rapid technological advancements of the 21st century have significantly influenced education, particularly in the integration of technology into classrooms [1]. Education plays a crucial role in shaping individuals by enhancing their self-esteem, benefiting society, and strengthening national culture [2]–[4]. Student confidence, motivation, and engagement have a major impact on the learning process. These elements promote proactive behavior,

persistence, and a stronger commitment to academic achievement [5]–[7]. In learning English, self-confidence is an essential psychological trait that significantly impacts students' ability to maximize their performance. A high-quality learning experience is characterized by students' enthusiasm for learning, curiosity, willingness to ask questions, and active participation in completing tasks and problem-solving activities [8].

Despite the importance of self-confidence in learning English, students in Indonesia continue to face challenges in this regard. According to the English First English Proficiency Index (EF EPI), Indonesia ranked 39th out of 80 countries in 2017, with a proficiency score of 52.15. This low ranking is closely linked to psychological barriers, as many Indonesian students experience anxiety and fear of making mistakes [9]. Furthermore, in 2018, approximately 56% of children were reported to lack self-confidence, with those aged 10–19 being the most affected, according to WHO data. Self-confidence is a psychological characteristic associated with an individual's belief in their ability to accomplish tasks [10]. Many students possess great potential but fail to develop it due to a lack of self-confidence. Confidence is built through continuous experience and engagement in meaningful learning activities [11].

The effectiveness of English language education does not solely depend on teaching techniques but also on the quality of instructional materials and learning media. Cakir suggests that multimedia tools, including radio, video, television, and interactive platforms, can enhance the quality of education. To enhance students' confidence and interest in English learning, the selection of appropriate teaching methods is crucial. In addition, using appropriate learning media can also increase students' interest and confidence in learning. It will consequently make the capacity of students to extend their self-confidence since they feel that those exercises can be done independently and effectively in groups, which in turn makes them appreciate the class [12].

According to Bandura's theory, success in performing an activity (mastery experience) is one of the main sources of self-confidence formation. One strategy that can be applied is teaching English activities using the dubbing method. By using dubbing, it combines the use of technological tools and interactive learning media. In this approach, students provide voiceovers for silent films or replace original dialogue in video clips with their recordings. This technique encourages creativity and collaboration, allowing students to engage actively in the learning process [13].

This study holds significant value in the field of English language education, particularly in addressing one of the most persistent psychological barriers faced by students: low self-confidence. In the Indonesian context, many students experience language anxiety, fear of making mistakes, and hesitation in using English in real-life situations. These issues are compounded by traditional learning approaches that focus heavily on grammar and passive learning rather than fostering active communication and personal expression. By assessing the impact of dubbing video activities, this study offers a new perspective on how engaging, student-centered learning strategies can be used to overcome these barriers. The research also emphasizes the importance of integrating psychological aspects, especially self-confidence, into the development of language teaching methodologies. Given the global push for more effective 21st-century skills-based education, this study aligns with international trends that advocate for innovation, creativity, and student empowerment through technology-enhanced learning [14].

The findings of this study have several practical implications for educators, curriculum developers, and policymakers. First, the use of dubbing video as a learning tool can be adopted as an alternative or supplementary strategy to improve students' confidence in speaking English. It provides a non-threatening environment in which students can experiment with language, practice pronunciation, and express themselves without the fear of being judged. Teachers can also use this technique to increase student motivation, foster collaboration, and create a more dynamic classroom atmosphere. Additionally, this strategy

can be especially beneficial in schools with limited access to native speakers or language labs, as dubbing activities can be conducted using simple digital tools. For curriculum developers, incorporating dubbing-based assignments into English language programs can enhance student engagement and provide a platform for meaningful assessment. On a broader scale, the study supports educational policies that promote the integration of media literacy, creativity, and confidence-building in school-based curricula [15].

The novelty of this study lies in its focused exploration of dubbing video activities as a modern, technology-based approach to improving students' self-confidence in English language learning. While previous studies have examined various multimedia tools, few have specifically assessed dubbing as an instructional strategy and its psychological impact. This research bridges that gap by providing empirical evidence on the effectiveness of dubbing video tasks in fostering confidence among junior high school students. It also contributes to the growing body of literature that links emotional and psychological readiness with academic performance. Furthermore, the study positions dubbing as not merely a creative exercise but as a structured pedagogical method that supports active learning, autonomy, and mastery experiences, all of which are essential components of Bandura's theory of self-efficacy. As such, it provides a fresh, practical, and adaptable model for English language instruction in the digital age [16].

LITERATURE REVIEW

The integration of technology and social media into language education has revolutionized traditional pedagogical approaches, making learning more interactive, engaging, and student-centered. Among various digital tools, social media platforms like TikTok have garnered attention for their potential to facilitate language practice and improve learner confidence [17]. Dubbing activities involve learners recording their voices to synchronize with video content, such as dialogues, songs, or storytelling. Harmer noted that such activities promote pronunciation accuracy, intonation, and fluency, as learners repeatedly practice speech in meaningful contexts [18]. Moreover, dubbing can reduce speaking anxiety by providing a low-pressure environment where learners can focus on linguistic accuracy without immediate peer judgment [19]. This process supports the development of self-efficacy, as learners experience success and mastery through repeated practice [20].

Self-confidence, often linked to self-efficacy, is a critical psychological factor influencing language learning success. Bandura argued that individuals with high self-efficacy are more likely to take risks, persist through challenges, and actively participate in language tasks [21]. Conversely, learners with low self-confidence tend to avoid speaking opportunities, which hampers language development [22]. Activities that foster positive experiences and provide learners with opportunities for success, such as dubbing, can enhance their self-confidence and motivation [23]. Social media platforms such as Facebook, Instagram, and TikTok offer learners opportunities to communicate and create content in authentic contexts outside the classroom. Junco demonstrated that active participation in social media activities correlates positively with increased motivation, engagement, and self-efficacy among students [24]. These platforms promote peer interaction, collaborative learning, and self-expression, which are essential components for developing language proficiency and confidence.

Several studies have shown that this method effectively improves students' skills in learning English [25]. Furthermore, this method has some advantages in other aspects, such as students' conversation and pronunciation. The other advantage of a video dubbing project is that it engages students' attention and improves students' focus [26]. Students do not need to show their faces in front of the camera. Students are required to fill in the words that match the artist's voice within the noiseless film [27]. It can potentially influence students' psychological and emotional states, particularly those with low self-confidence levels [28]. People who have high self-confidence will have great potential to improve their mastery because this self-confidence has awakened students to prepare for class readiness [29]. Otherwise, when students do not have sufficient confidence to join the class, the danger is

that they will never enjoy learning and end up making a high probability of going astray from the class. Therefore, dubbing video is a highly recommended method for increasing students' confidence levels.

Table 1. Literature Review Summary on Dubbing Video and Student Self-Confidence

| Theme | Key Findings / Relevance |
|--|--|
| Technology and Social Media in Language Learning | Social media platforms like TikTok enhance language learning by enabling authentic, collaborative, and engaging communication beyond the classroom. |
| Dubbing as a Learning Activity | Dubbing activities improve pronunciation, intonation, and fluency. They provide a low-pressure environment that reduces anxiety and allows for repeated language practice. |
| Self-Confidence and Language Learning | Learners with higher self-confidence are more likely to participate, persist through challenges, and improve language performance. Dubbing supports this growth. |
| Multimedia and Learner Engagement | Dubbing video projects increases student attention and focus, making learning more enjoyable. They also support speaking skills like conversation and pronunciation. |
| Psychological Impact of Dubbing | Dubbing positively affects emotional readiness for learning, especially for students with low confidence. It helps foster a sense of achievement and participation. |

METHODOLOGY

This study employed a quantitative research approach utilizing a pre-experimental design, specifically the one-group pre-test and post-test method [30]. The choice of this design was aimed at measuring the immediate effect of the dubbing activity on students' self-confidence levels. Pre- and post-intervention assessments were conducted to determine whether there was a significant change in students' self-confidence after participating in the activity. The research was conducted at a middle school located in Mumbulsari, involving a purposive sample of 30 students from class 9A. The selection of the sample was based on criteria such as active participation and willingness to engage in the activity, ensuring that the data collected would accurately reflect the impact of the intervention [31].

Data collection instruments consisted of a structured questionnaire designed to measure students' self-confidence. The questionnaire items were developed based on validated scales, incorporating Likert-scale responses ranging from strongly disagree to strongly agree [32]. The same questionnaire was administered twice: once before the activity (pre-test) to establish baseline confidence levels, and once after (post-test) to assess any changes resulting from the intervention. This method was chosen because self-confidence is a subjective construct that can be reliably quantified through self-report measures, provided the instrument is valid and reliable. The intervention involved students engaging in a dubbing activity using TikTok videos [33]. The process included selecting popular, age-appropriate TikTok videos that served as engaging media for the students. The students watched these videos, understood their content, and then performed dubbing by recording their voices to match the videos' speech, expressions, and intonations. The activity was conducted over several sessions to allow sufficient practice and reflection. During this process, the teacher provided guidance and constructive feedback to encourage students and reduce anxiety associated with speaking in front of others, which is often a barrier to self-confidence. Participants were encouraged to express themselves freely during the activity, and group or individual dubbing was allowed based on their comfort levels. The goal was to create a supportive environment that fostered self-expression and minimized fear of making mistakes. After completing the dubbing exercises, students filled out the post-test questionnaire to measure any changes in their self-confidence levels [34].

To obtain data about students' self-confidence levels, it was analyzed using statistical techniques to examine the differences in scores before and after the given treatment. The

questionnaire instrument used has also been tested for validity and reliability [35]. Data testing of this research was measured by a normality test and hypothesis testing, Ho and H1. The H1 is accepted if a significant p-value < 05 , which indicates that the dubbing video activity had a statistically significant effect on students' self-confidence levels. The hypothesis Ho is rejected if a significant p-value > 05 , which indicates that the dubbing video activity had no statistically significant effect on students' self-confidence levels. In this research [36], analyzing data were analyzed using SPSS version 30. This analysis aimed to provide empirical evidence regarding the effectiveness of dubbing activities in enhancing students' self-confidence.

RESULTS AND DISCUSSION

This research aims to find out a significant improvement in dubbing video activity on students' self-confidence levels. This research was implemented on nine A students in the academic year 2022/2023. The learning was carried out in four meetings by engaging students in dubbing activities and filling out a pretest and post-test questionnaire, and self-assessments. Several steps were taken by students in the dubbing activity. Those steps were adopted from Burston as follows;

1. The researcher clarified the purpose of the dubbing video and offered a sample video to confirm that they understood
2. After downloading the content from YouTube, the researcher showed the students a video.
3. After watching the video, the students decided for their part
4. Before submitting their dubbing, the students prepared the script
5. Students muted the original video's voice
6. Based on their participation and part, the students did the dubbing
7. Based on the students' absences and portions, the students recorded and input their voices
8. They verified that the lips matched the text or speech
9. The students showed their dubbing video and provided an explanation of the material at the conclusion
10. The researcher recorded and integrated the dubbing of several students
11. In the last step, students edited their video in various applications based on their creativity [37].

Table 2. Descriptive Data of Students' Confidence Levels

| | N | Minimum | Maximum | Mean | Std. Deviation |
|----------|----|---------|---------|-------|----------------|
| Pretest | 30 | 57.00 | 103.00 | 79.93 | 11.75 |
| Posttest | 30 | 71.00 | 111.00 | 90.66 | 10.32 |

Table 2 shows the Descriptive data of students' confidence levels. It is shown that the highest score of the pretest questionnaire self-assessment was 103.00, and the lowest score was 57. On the other hand, in the posttest assessment, the highest score was 111.00 and the lowest score was 71.00. Based on the table, the average pretest score is 79.93 and the average posttest score is 90.67, with a total respondent are 30 respondents. It indicates that there is an improvement in students' self-confidence levels after giving the treatment dubbing video.

Table 3. Normality Test of Students' Assessment Questionnaire: Tests of Normality

| | Shapiro-Wilk Statistic | df | Sig. |
|----------|---------------------------|----|------|
| pretest | .966 | 30 | .447 |
| posttest | .980 | 30 | .817 |

Table 3 shows the results of the pretest and posttest data normality test of students' self-confidence levels using the Shapiro-Wilk method. The results of the normality test showed that the pretest and posttest data were normally distributed because all data had a significance score greater than 0.005.

Table 4. Linearity Test of Students' Assessment Questionnaire Pretest and Posttest Linearity Test

ANOVA Table

| | Mean Square | F | Sig. |
|--|-------------|--------|-------|
| Posttest * Pretest Between (Combined) Groups | 127,462 | 3,093 | ,065 |
| Linearity | 2007,249 | 48,703 | <,001 |
| Deviation from Linearity | 37,948 | ,921 | ,593 |
| Within Groups | 41,214 | | |
| Total | | | |

Table 4 shows the results of the pretest and posttest linearity test of students' self-confidence levels. Based on the table, the Linearity value is 48.703 with Sig. < 0.001 and the Sig. Deviation from Linearity value is 0.593 > 0.05. It shows that the relationship between Pretest and Posttest is very significant and linear. Therefore, it can be concluded from the ANOVA test that the linear relationship model between Pretest and Posttest is statistically valid.

Table 5. Paired Sample Test of Students' Assessment Questionnaire Pretest And Posttest Paired Samples Test

| Pair | PRETEST - POSTTEST | Paired Differences | | | |
|------|--------------------|--------------------|----------------|-----------------|---|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |
| | | | | | Lower |
| 1 | | -10.73333 | 7.01689 | 1.28110 | -13.35348 |

| | Paired Differences | t | df | One-Sided p | Significance |
|--------------------|---|--------|----|-------------|--------------|
| | 95% Confidence Interval of the Difference | | | | Two-Sided p |
| | Upper | | | | |
| Pretest - Posttest | -8.11318 | -8.378 | 29 | <,001 | <,001 |

The improvement of students' self-confidence levels can be known by testing the hypothesis with the method paired sample t-test, which is shown in Table 5. Paired Sample TTest is used to find out whether there is a significant difference between pre-test and post-test scores after giving intervention or treatment to respondents or not. The t-test shows that the t value is -8.378 with degrees of freedom (df) 29 and the significance value (p) = < 0.001. Based on the formula, if the p-value is lower than 0.05, it can be concluded that the dubbing video activity had a statistically significant effect on students' self-confidence levels [38].



Figure 1. Screenshot of Students' Dubbing Activity

Using dubbing video as a learning media can be said to develop students' self-confidence levels in learning because interactive instructional videos encourage students to actively participate in solving real-world problems. By using dubbing, it combines the use of technological tools and interactive learning media. The findings of this research strengthen the theory of self-confidence developed by Bandura. Bandura stated that one of the main sources of self-confidence is mastery experience, namely the experience of completing a task. In this context, when students succeed in dubbing well, they feel more confident in expressing themselves when studying English. This result also showed that creative, interactive, and media-based learning approaches, such as dubbing video, are very effective in developing students' affective aspects, especially self-confidence. Research conducted by Suharti et al. showed that the use of digital media not only increases their understanding of material but also gives them a psychological effect that contributes to their self-confidence development during their interaction in their learning environment. It indicates that the use of dubbing video as digital media can increase students' self-confidence levels [39].

Analysis

This study explores the effectiveness of dubbing video activities in enhancing students' self-confidence in English language learning, particularly among ninth-grade students in an Indonesian junior high school. The research is grounded in Bandura's theory of self-efficacy, which posits that mastery experience is a fundamental source of confidence. Through this lens, the study integrates a pre-experimental one-group pretest-posttest design to assess the psychological development of students engaged in dubbing activities. The analysis reveals that dubbing videos serve as a valuable pedagogical approach that combines technological innovation with student-centred learning. By allowing students to record their voices over silent or muted video clips, the activity reduces performance anxiety and provides a safe environment for language practice. The structured process—from watching and scripting to recording and editing—fosters creativity, pronunciation accuracy, and emotional engagement. This aligns with the idea that confidence is built not only through knowledge acquisition but also through successful and enjoyable learning experiences [40].

Empirical data from the study show a significant improvement in self-confidence scores, with the average increasing from 79.93 to 90.67. Statistical tests, including normality, linearity, and paired sample t-tests, confirm that the increase is both valid and significant (p < 0.001). These findings demonstrate the reliability of dubbing as a medium for enhancing

affective learning outcomes. It supports the broader pedagogical shift toward active learning and personalized instruction in the 21st-century classroom. The implications are substantial. First, teachers can adopt dubbing as a low-cost, accessible strategy to support students struggling with self-expression and language anxiety. Since the activity allows learners to work in groups or independently, it caters to diverse learning styles and comfort levels. Secondly, curriculum designers can integrate dubbing projects into English language syllabi as a means of developing not only linguistic competence but also emotional resilience and classroom participation. Lastly, the research encourages educational institutions to invest in digital literacy and media-based instruction to meet contemporary learners' needs [40].

The study's novelty lies in its targeted focus on dubbing as a psychological intervention rather than merely a language-learning tool. Unlike many traditional methods, dubbing leverages students' familiarity with social media and popular culture to create meaningful engagement. By proving that such media can enhance both cognitive and emotional aspects of learning, the research fills a gap in the literature and presents a replicable model for similar educational contexts. In conclusion, dubbing video activities represent an effective, innovative, and scalable approach to enhancing students' self-confidence and should be considered a core strategy in modern language education [41].

CONCLUSION

The results of the experimental data analysis indicated that the dubbing video activity had a statistically significant effect on students' self-confidence levels. The hypothesis regarding the influence of the dubbing video activity on students' confidence levels is accepted. It showed that dubbing video activities have proven to be an effective learning method in increasing students' self-confidence. The use of video media and other interactive techniques is continuously being developed to enhance the psychological and cognitive aspects of students. This approach not only helps improve language skills but also prepares students to become confident and competent communicators. Through this activity, students gain a fun, expressive learning experience and can reduce anxiety or fear in presenting themselves verbally. This research can be a basis for educational or training institutions in compiling programs to improve the quality of learning based on the results of evaluations. As a result, it will build more innovative learning situations. On the other hand, this research was limited to students in a class. For further research, it is recommended to expand the scope of the study by involving more respondents and control groups so that the generalizability of the results can be increased. It can also be developed for the research instruments and variables to cover other aspects that have not been measured in this research.

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Author Contribution

All authors collaboratively contributed to the conceptual framework, research design, data collection, analysis, and manuscript preparation. Each author played an active role in developing the study, interpreting findings, and ensuring the academic quality of the article.

Conflicts of Interest

The authors declare that there are no conflicts of interest regarding the research, authorship, or publication of this article.

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