

**THE EFFECTIVENESS OF SUBTITLED VIDEO IN THE TEACHING OF
LISTENING COMPREHENSION**

A PAPER



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VALIDATION SHEET

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Listening Comprehension at The Eight Grade Students of SMP
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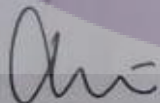
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ABSTRACT

Wisnu Aji: 1401065126. “*The Effectiveness of Subtitled Video in the Teaching of Listening Comprehension*”. A paper: The Study Programme of English Education, The School of Teacher Training and Education, The University of Muhammadiyah Prof. DR. Hamka, 2020.

The objective of this study is to get the empirical evidence of the effectiveness of subtitled video in the teaching of listening comprehension to the eighth-grade students of SMP Negeri 103 Jakarta in 2019/2020 academic year. The population of this research were the eight-grade students of SMP Negeri 103 Jakarta in 2019/2020. The research employed pre-experimental design. It involved one class consists of 36 students. They were chosen by using random sampling. The data were collected through listening comprehension pre and post-test and analyzed using SPSS Paired Sample t-test.

To fulfill the criteria of a good test, 50 questions were tested, 40 were valid and 10 dropped. Meanwhile, the result of the reliability test was 0.84 which showed the data was reliable.

Based on the data analysis, the result of the *sig. (2 tailed)* was 0.00. because the *sig.* was lower than 0.05, it means that the H_0 was rejected and H_a was accepted. As a result, it proves that using subtitled video was effective in teaching listening comprehension, to the eighth-grade students of SMP Negeri 103 Jakarta in the 2019/2020 academic year.

Keyword: *Listening comprehension, Listening skill, Subtitled video.*

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CHAPTER I

INTRODUCTION

A. The Background of the Research

The subtitled video has been viewed as a visual aid to teach using the Audiolingual Method. Audiolingual is a method of foreign or second language teaching which gives more concern to teach speaking and listening first despite reading and writing (Richards & Schmidt, 2010, p. 40). It is a method that is using an audio aid as the primary aid to help the students comprehend the speaking and listening materials which they are learning.

In the 1930s students from other countries entered the USA to study, and many of them had to learn English before entering university to start studying. With the urging, Fries a director of a Michigan University and his colleagues rejected approaches that exposing the learners to the language and created an aural-oral approach which in the middle 1950s is better known as Audiolingualism. At that time the objectives of audiolingual are, for the short-term; training in listening comprehension, accurate pronunciation, and speech recognition symbols. While the long-term reports are capable to use the language as the natives (Klee, Richards, & Rodgers, 2001, pp. 51–58).

Whereas at that time the English teacher in the USA taught using dialogues and intensive oral drilling. The teacher uses their voice as the audio aid to exemplify the dialogue with correct intonation, rhythm, and pronunciation. Meanwhile, the deficiency of technology forced English teachers to make their visual aid using body movements, gestures, miming and made use of surrounding situations, etc.

When the time goes on, the visual aid has changed into modern technology products in the forms of video or film which current teachers can also use to make their teaching colorful. The video or film which the teachers use in the classroom is usually subtitled to provide the students with more various learning facilities.

The emergence of technology-enhanced language learning environments generates a new aid for teaching listening called subtitled video (Montero Perez, Peters, & Desmet, 2014, p. 22). It is the practice of superimposing written text on film or video (Richards & Schmidt, 2010, pp. 571–572). It is the act of combining transcripts of a film or video in writing form and putting it into a film or video. It aims to make it easier for the viewers to capture what the actor is saying.

In the teaching and learning process, there are many listening activities which an English teacher can select such as, watching movies, watching a video with a short conversation, listening to the music, and doing spelling bee.

Among the various activities, the teacher can display subtitled video to teach in the classroom to give the students a better understanding of the spoken discourses exposed to them.

The previous research on teaching listening comprehension using subtitled video has been done by several researchers. Some of them have different results. Saed, Yazdani, and Askary (2016, pp. 29–32), researched to find the effectiveness of subtitled video in the teaching of listening comprehension. The result was, the subtitled group was able to understand the video well, and proving subtitled video was effective for intermediate learners.

On the other hand, some researchers stated that subtitled video is not suitable for teaching listening. For example, Yang and Chang (2014, p. 46) who found that subtitles benefited third-year college students more than first-year students to whom the co-existence of sound, image, and subtitles was distracting.

Those researches were done in universities with intermediate level participants, yet this research offers something new. The writer attempts to do the research at the secondary school with pre-intermediate students to save more time and distance for carrying out the research.

Before the writer did the research, the writer has been observed the listening comprehension activity at SMPN 103 Jakarta. The writer found that; 1) The 8th-grade students were difficult to answer the questions raised by the teacher about the audio that has been heard; 2) Also many students misinterpreted the words they have heard.

Besides, the writer also interviewed the English teacher in SMPN 103, the results were; 1) The teacher rarely did the listening activity because of the lack of multimedia equipment; 2) The big number of students in one class seemed to make listening activity ineffective. 3) The only speakers were used in front of the class made the students in the back row couldn't listen clearly to the audio played.

Talking about this phenomenon, some researchers point out several reasons the students are not able to follow the listening comprehension activities they are; 1) The accent used in video/audio; 2) Unfamiliar vocabulary; 3) They are trying to understand every word; 4) They can't cope with not having images; 5) And they get left behind (Gilakjani & Sabouri, 2016, p. 127-128. And Case, 2008.).

Based on the facts above, the writer assumes that watching subtitled video is suitable to teach listening comprehension. By watching audio-visual material, there are three information input available to the viewer, all conveying the same content: the auditory input (sound), the verbal-visual input (subtitles) and the nonverbal visual input (visual) (Baltova, 1999 in Ghoneam, 2015, p. 277). When teaching listening comprehension, watching subtitled video is giving a better environment for students to learn than expose the video without subtitle.

For that reason, the writer would like to do a research on a small scale on the eight-grade students of SMP Negeri 103 Jakarta in 2019/2020 academic year as the participants of the research, under the title: *The Effectiveness of Subtitled Video in the Teaching of Listening Comprehension*.

B. The Identification of the Problem

Based on the background of the study above, the problem encountered the teaching listening comprehension for the students can be identified as follow:

1. The 8th-grade students were difficult to answer the oral or spontaneous questions raised by the teacher.
2. The students misinterpret the words they have heard every time they tried to answer.

C. The Limitation of the Research

The writer limits the study only on the teaching of listening comprehension by using subtitled video as a listening comprehension activity. The subtitled video used in this study is limited to the videos which contain functional competencies required by the syllabus to the 8.5 students of SMP Negeri 103 Jakarta.

D. The Formulation of the Problem

Based on the problem identification above the writer presents a research question as follows, *“Is the English subtitled video effective to teach listening comprehension to the eighth-grade students of SMP Negeri 103 Jakarta in 2019/2020 academic year?”*.

E. The Objective of the Research

The objective of the research is to find empirical evidence of whether or not teaching listening comprehension employing subtitled video is effective to teach eight grade students of SMP Negeri 103 Jakarta on the first semester in 2019/2020 academic year.

F. The Significance of the Research

The results of the research are expected to be able to develop, particularly, the knowledge of the writer and the readers in general. Also, this research can be another resource of valuable information about the use of subtitled video in the teaching of listening comprehension.

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