

The Effects of Watching Authentic English Videos with and Without Subtitle on EFL Learner's Motivation in Listening Skills at SMAN 3 Kediri

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ABSTRACT

This study aims to examine the effect of watching original English videos with or without subtitles on the listening ability of EFL students at SMA 3 Kediri. This research uses quantitative methods. The research participants consisted of a group of EFL students, taken from class XII-IPS 2 at SMAN 3 Kediri. And data is collected through tests from previous listening results and questionnaires. This intervention involved exposing participants to original English-language videos in two conditions: one with English subtitles and the other without English subtitles. Motivational factors influencing student engagement with learning materials were explored through analysis of questionnaire responses. The findings show that the use of subtitles has a significant effect on students' listening abilities, while most students are motivated to watch English films. The recommendations of this research can help develop learning approaches that suit the needs of EFL students in the region.

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1. INTRODUCTION

The four integrated skills of listening, speaking, reading and writing are necessary to master English. Additionally, some language skills, such as vocabulary, grammar, pronunciation, etc., help develop abilities. Listening skills are very important for daily life and mastery of a second language [1] Listening skills, one of the abilities to receive, is a communication technique where listeners can understand, interpret and evaluate what they hear (Laviana, 2023). They process not only what they hear, but also how it relates to

other knowledge they already have while they listen [2]. In a very real sense, listeners create some form of meaning in their own minds when they mix what they have heard with their own knowledge and experience [3] There are many factors that influence listening skills in second language acquisition. [4] states that students' enthusiasm, commitment and perseverance are the main determinants of success or failure. Motivation and use of metacognitive strategies are two of these factors and are variables that students bring with them and

can develop with their teachers. Motivation is an important factor that determines the effort made by students in learning language [5]. Students who have strong motivation will have a lot of energy to carry out learning activities. This means that motivation will determine the intensity of students' learning efforts [6]. From these explanations, it can be concluded that learning motivation is an internal factor that drives us to try to do something to achieve a desired goal. There are many ways to improve students' English skills, such as listening to music, reading a lot, playing games, watching films, writing stories, and so on.

One way that can be an alternative is watching films. Watching films can not only fill your free time or relieve boredom, but you can also get several lessons, especially English lessons. Watching authentic English videos is one way that L2 learners can practice listening skills. A way that can help students understand the meaning of films is by using subtitles. However, some believe that subtitles in videos can be a source of distraction because students have to read and listen simultaneously, while others point out that providing subtitles to videos increases positive reinforcement, reduces students' anxiety, and helps them prepare for watching videos without subtitles in the future. Long [7]. According to [8], subtitles consist of a written reproduction of the translation with various speakers and the original lines spoken by each person. Other verbal information is conveyed visually (text, banners, attachments) or aurally (lyrics, sound). Using subtitles allows listeners to know and understand video content better, but can also support the development of listeners' vocabulary mastery.

Subtitles are defined as printed translations or textual versions of dialogue in films and television programs that you can read at the bottom of the screen when watching foreign films [9]. [10] claims that through the use of subtitles, there is a threefold relationship between image, sound in one language, and text usually provided in another language. Voice and text are connected by translation. [10] distinguishes

three types of subtitling as follows: (1) Bimodal subtitling: from English dialogue to English text; (2) Standard subtitles: from English dialogue to subtitles in the learner's native language, and (3) Reverse subtitles: from dialogue in the learner's native language to English subtitles.

In this research applying Bimodal Subtitling, the initial stage includes selecting English language videos that will be presented to students, with the addition of text to support understanding of the dialogue. Within the framework of this research, the main attention will be focused on the translation of texts into Indonesian, which reflects the application of Bimodal Subtitling.

2. LITERATURE REVIEW

Listening skills, subtitle definitions, and learning motivation are three important aspects that are very influential in language learning, especially English. Listening skills help a person understand and master the language being studied. Using subtitles as a learning medium can increase understanding of video material and increase student mastery. Learning motivation, on the other hand, plays a crucial role in determining how much effort a student will put into learning the language. These three aspects interact and support each other in the English learning process.

2.1 Listening Skills

Listening is one of the main skills of all skill components. Listening is important for practicing language, listening can help someone speak English [1]. Listening is a creative skill. That means we understand the sounds that enter our ears, and understand the construction of words, the rise and fall of sounds, and the creation of meaning. [11]. In other words, listening is a deliberate process of

understanding and remembering what someone says. If you listen well, you can get the right words and know all the sentences someone is saying.

2.2 *Definition of Subtitle*

In listening skills using video media, the way to improve skills is to provide a written form of spoken language or what is commonly known as subtitles. According to [8], subtitles consist of a written reproduction of the translation with various speakers and the original lines spoken by each person. Other verbal information is conveyed visually (text, banners, attachments) or aurally (lyrics, sound). Using subtitles allows listeners to know and understand video content better, but can also support the development of listeners' vocabulary mastery. In subtitles there are native language subtitles and foreign language subtitles, the use of these subtitles depends on the listener's abilities. For example, German students learning English as a second language were slightly better able to process English sentences after watching English Materials with English subtitles than after watching English materials with German subtitles.

2.3 *Learning Motivation*

Motivation is an important factor that determines the effort made by students in learning language [5]. [12] stated that success in learning English

depends on motivation. Apart from being motivated, it could also be due to individuality and different backgrounds, each student has different difficulties and problems in learning English. They can make different mistakes in English such as pronunciation, grammar, and vocabulary usage. This can influence students' motivation in learning English [13].

3. METHODS

This research uses quantitative methods. The population in this study consisted of all class 12 students, with a total of 414. The sample chosen was class XII-IPS 2, which consisted of 32 students. Then the next data collection technique is to use a questionnaire with questions and statements which are then distributed and answered by respondents. And analyzed using SPSS.

4. RESULTS AND DISCUSSION

The normality test is used to study the normality of the variables studied, namely whether the data is normally distributed or not. The Normality Test is used to ensure that the data is homogeneous and normally distributed.

Based on the normality test carried out, it can be seen that the test data carried out after students watched films with subtitles and without subtitles from 32 students was normal as seen from Sig. Shapiro-Wilk has a value of 0.000 which is less than 0.05 so this data is normally distributed and can be processed using a parametric analysis method, namely the Paired T-Test.

Table 1. Test of Normality

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SUB	,384	32	,000	,658	32	,000
NONSUB	,240	32	,000	,799	32	,000

a. Lilliefors Significance Correction

Table 2. Paired Samples Statistics

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 SUB	66,56	32	15,368	2,717
NONSUB	48,75	32	7,931	1,402

From the table above, it can be seen that the mean (average value) of 32 students for the Sub category is 66.56 and for Non-sub is 48.75. Meanwhile Std. The deviation for Sub is 15.368 and the Non-sub category is 7.931. It

can also be seen, that Std. The mean error for Sub is 2.717 and Non-sub 1.402.

With this large difference, it can be concluded that watching authentic English films using subtitles is more effective on students' listening skills than watching films without subtitles.

Table 3. Paired Samples Correlations

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 SUB & NONSUB	32	,731	,000

From the table above, it can be seen that the correlation of student listening scores from 32 students who watched authentic English films with subtitles and without subtitles is 0.731 with a significance (Sig.) of 0.000.

Because the Sig value. shown is 0.000, which is less than 0.05, so it can be concluded that the activity of watching original English films with or without subtitles has a big influence on students' listening abilities.

Table 4. Paired Samples Test

Paired Samples Test

	Paired Differences						t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1 SUB - NONSUB	17,813	10,994	1,943	13,849	21,776	9,165	31	,000	

From the table above, it can be seen that Sig. 2 – tailed shows a value of 0.000 which is less than 0.05 so it can be concluded that students' listening abilities when watching authentic films are greatly influenced by the use of subtitles. In addition,

column t shows a value of 9.165 with df 31, having a value of t = 2.039.

Because the column t value is greater than the t value, it can be concluded that this research accepts H1 and rejects H0, namely that the activity of watching original films

with and without subtitles influences students' listening abilities.

5. CONCLUSION

Based on the statistical analysis in the discussion above, the correlation coefficient index value for the two variables with subtitles has an average of 66.56 and without subtitles an average of 48.75, with a high correlation value of 0.731 and a low significance of 0.000. Hypothesis testing also shows that the use of subtitles when watching English films has a significant influence on students' listening abilities, which means the alternative hypothesis is accepted. Therefore, it can be concluded that there is a relationship between watching films and listening skills.

This chapter summarizes our study on the impact of watching English videos with and without subtitles on EFL learners' listening skills. We synthesize the findings and offer practical recommendations, aiming to build an evidence-based framework for EFL educators and stakeholders, addressing the evolving needs of learners at SMAN 3 Kediri and beyond.

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For other researchers interested in exploring this topic further, it is recommended to continue the research by exploring additional aspects of subtitle use. This includes further research into the optimal frequency of use of subtitles, the types of films or videos that are most effective, and their long-term impact on students' listening abilities. This can provide deeper and more contextual insight into the application of subtitles in the context of English learning.

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