The Effect of Using Video Subtitles on Efl Students' Listening Comprehension

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah ada dampak penggunaan subtitle video untuk meningkatkan keterampilan mendengarkan siswa khususnya untuk siswa EFL. Penelitian eksperimen ini dilakukan di kelas XI SMA Negeri 2 Perbaungan untuk tahun ajaran 2022/2023. Dengan menggunakan prosedur pengambilan sampel acak, 60 siswa dipilih sebagai sampel dalam penelitian ini. Penelitian ini menggunakan metode kuantitatif dan data diambil dari kelas XI IPA 2 sebagai sampel kelas eksperimen dengan 30 peserta dan kelas XI IPA 1 sebagai sampel kelas kontrol dengan 30 peserta. Tes terdiri dari pilihan ganda dan esai. Nilai pre-test dan post-test siswa digunakan untuk menghasilkan data. Berdasarkan uji Shapiro-Wilk, dan SPSS 20, tingkat signifikansi dua sisi untuk uji-t sampel berpasangan adalah 0,000 < 0,5, artinya ada pengaruh penggunaan subtitle video terhadap pemahaman mendengarkan siswa. Besarnya pengaruh tersebut dapat dilihat dari nilai rata-rata Post-Test Kelas Eksperimen yang meningkat dari 73,80 menjadi 88,56. Jadi hasil penggunaan Video Subtitle sebagai media pembelajaran EFL yang menarik berpengaruh terhadap peningkatan keterampilan menyimak siswa.
Keyword: Subtitel Video; Keterampilan Mendengarkan; EFL

ABSTRACT

This study was aimed to determine whether there is the impact of using video subtitles to improve students' listening skills especially for EFL students. This experimental research was carried out in class XI SMA Negeri 2 Perbaungan for the 2022/2023 academic year. By using random sampling procedure, 60 students were chosen as the sample in this research. This study used quantitative methods and the data were taken from class XI Ipa 2 as an experimental class sample with 30 participants and class XI Ipa 1 as a control class sample with 30 participants. The test consists of multiple choice and essay. Students' pre-test and post-test scores were used to generate the data. Based on the Shapiro-Wilk tests, and SPSS 20, the two-tailed significance level for the paired sample t-test is 0.000 <0.5, it means that there is an effect of using video subtitles on students' listening comprehension. The magnitude of this effect can be seen from the average value of the Experimental Class Post-Test which increased from 73.80 to 88.56. So the results of using Video Subtitles as an interesting EFL learning media have an effect on improving students' listening skills.
Keyword: Video Subtitles; Listening Skills; EFL

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1.   INTRODUCTION

Listening is a language skill that is frequently employed in everyday situations. The instruction of English listening skills significantly influences students' ability to comprehend language and effectively communicate in practical contexts. Nevertheless, it might be argued that listening classes may not hold the same level of significance as other academic courses, and there is a prevailing concern regarding the subpar quality of teaching in this domain. Within the field of language teaching, there was a previous perception that

listening comprehension was a passive ability, leading to listeners being likened to mere tape recorders. This particular viewpoint about listening neglects to include the various interpretations that listeners generate as they see the spoken text, which are influenced by their individual objectives, anticipations, and prior knowledge. Numerous educators choose a pedagogical approach where they solely rely on playing audio recordings without adequately supplementing them with essential cues or foundational information for students. Consequently, students are often thrust into the listening task without any prior preparation, thereby impeding their ability to comprehend the auditory content effectively. Students assume a passive role as recipients who engage in the act of listening. Educators place significant emphasis on the process of decoding, sometimes overlooking the crucial role that students' cognitive abilities play in facilitating comprehension.

The opportunity for students to apply their intellectual abilities is often limited. Whereas, the focus of L2 (second language, foreign language) classes is deemed to be listening, reading (receptive skills), speaking, and writing (productive skills), and both teachers and learners should place a high value on all of them. Traditional methods of teaching foreign languages focus mostly on reading and writing, with little emphasis on listening and speaking skills (Metruk, 2018) and one of the four test skills that are very important and most asked for in academic fields is listening. Listening is a key of language ability to the language learning. It stimulates the focus of the language because it is a receptive ability that first develops in a human being. Learning to pay attention to the goal language is an advanced language ability. The sound, rhythm, intonation, and pressure of the language can be flawlessly tailored by listening. To recognize the nuances of a specific language, one should be capable of paying attention. As we get to recognize that spoken language by way of listening, it's miles simpler to enhance the opposite capabilities and advantage confidence (López et al., 2021).

Nowadays, listening comprehension is treated as an active process. Listeners are thought of as active searchers for meaning. When listening, they will use all relevant background knowledge to understand the incoming input. Knoeferle, (2019) thinks the role of background knowledge in language comprehension has been formalized as schema theory. According to schema theory, comprehending a text is an interactive process between the learner's background knowledge and the text. And it is suggested that one of the goals of teaching college English listening is to help students activate their background knowledge and use the knowledge to understand the new text. Lack of background knowledge can result in all kinds of difficulties. So teachers should help students improve both their linguistic and non-linguistic. Listening comprehension is one of the most fundamental skills required for the development of other skills in any language, and it is thus regarded as a high priority skill in language pedagogy. Listening comprehension entails not only hearing what is being said, but also understanding and making sense of the spoken language. It entails recognizing second language sound patterns and variations, such as phonemes, stress, rhythm, intonation, and tone, as well as understanding the meaning of individual words and the syntax of sentences in which they are presented (Alabsi, 2020)

Today, rapid advancements in modern technology have simplified the task of learning a new language, and various technologies have been developed as supplementary materials to assist learners, which is of great benefit to the educational process (Faramarzi et al., 2019) An example of rapid progress in modern technology that can be used for listening is the use of multimedia. Multimedia has become a popular method of learning. Multimedia learning is the construction of knowledge from both verbal and pictorial information, with the verbal form including spoken words or printed texts and the pictorial form including pictures or videos and one example of multimedia that is suitable for use in listening comprehension is the use of video subtitles (Zheng et al., 2022) .

Videos are widely used in classrooms and have evolved into essential resources for effective language learning and teaching. Educators have changed their minds about YouTube and now see it as a valuable source of educational content. Because of the benefits of multiple input modalities, the use of videos in English instruction is preferable to audio-only instruction. In other words, videos can improve learning and comprehension by drawing learners' attention to aural and visual cues (Raza Hasan, 2019). Because of the aforementioned critical requirements for videos in classrooms, it is critical for EFL instructors, curriculum designers, and developers to include engagement tasks that incorporate mobile learning that match the needs and interests of EFL learners. Direct reactions and responses of EFL students to videos, on the other hand, have rarely been considered (Ding & Shen, 2022)

Whereas, most EFL students prefer watching videos with subtitles to aid comprehension and understanding of new vocabulary through the use of visual rather than audio components. Hsieh, (2020) mentioned that students that use captioned materials increase their reading comprehension, listening comprehension, vocabulary acquisition, word identification, decoding abilities, and general reading motivation significantly. This study seeks to offer an experimental program to assess the effect of adding text to video on EFL students' listening comprehension utilizing a sample of prep college students to investigate this observation. This empirical study aims to add to the existing body of literature on improving listening

comprehension. It employs video captions and subtitles in the classroom using mobile learning apps (which allow the addition of text to video).

Other research was carried out at a junior high school in Mojokerto, East Java, Indonesia. The subject of this study was twenty (20) ninth grade students in this junior high school. The instrument applied was a questionnaire designed to identify the students' problems in learning English, especially the listening skill. Then, the results from a need analysis was utilized as a guidance in developing an appropriate media for teaching listening. The questionnaire contained close-ended questions in the form of Likert scale with description strongly agree, agree, disagree, and strongly disagree. Thus, it can be concluded that students were more motivated to learn English, particularly listening skills. It was discovered that the students thoroughly enjoyed the listening class and enthusiastically followed the lesson, and that the teaching media allowed students to learn in an appealing manner (Trisnani et al., 2021). It was demonstrated by an improvement in memorization of new vocabulary supplied by the video. In hand with (Polat & Erişti, 2019) the presence of full video caption can be an alternative media to ease the students in facing the listening problems.

Based on the preliminary research, observations done at SMAN 2 Perbaungan reveals the students had some difficulties with listening. First, the students have low achievement in English specially in listening. They consider listening not an important part of many lesson books and most teachers do not pay attention to this important skill in course. Second, it is very hard for them to listen about the sound. They sometimes cannot listen what the speaker says, and half of the students are not interested in the strategy of teaching listening, and the media in class is monotonous, so the students preferred to play and talk with their friends rather than listen to the teacher, and this resulted the students get low score in listening. It is caused by the teachers' lack of use of media in their instruction. The teaching was monotonous. The teachers were unable to develop the curriculum. So, media is one method that teachers can use to solve the problem. And the media that is suitable for use is subtitles video. Because Subtitled video is considered one of the most beneficial and effective ways to teach listening skills in the comprehension context. Using subtitled videos encourages the students to pay attention to the lesson, piques their interest in it, and fosters a positive learning environment in the classroom. Furthermore, the students can benefit greatly from broadening their communication, expressions, and phrases. Besides that, by watching videos with sound and pictures, students can have fun, relieve stress, and keep an open mind when learning and perceiving words, so they do not feel burdened when learning English. Therefore, this research aims to investigate out whether the use of subtitles will be more effective in learning listening comprehension.

2.   RESEARCH METHOD

This research was conduct in SMA Negeri 2 Perbaungan on Serdang Bedagai, Sumatera Utara. Simple random sampling was applied and 60 students were chosen as sample. A quasi-experimental research design applied to determine whether subtitled video affects students' listening comprehension. In this study, two classes used as samples: the experimental class and control class. The experimental group was taught by using subtitle video while in control group by mp3. Pre-test was given before giving in each group to investigate the effect of using subtitle video in increasing the students' listening comprehension. To get the effectiveness significant by comparing the pre-test and post-test both of experimental group and control group. The explanation of research design can be figured in table below:

Table 1. Research Design

Group	Pre-test	Treatment	Post-test
Experimental	√	Using subtitle video	√
Control	√	Using Audio Mp3	√

The study included two types of tests: pre-test and post-test for the experimental and control groups. In the pre-test and post-test, each group receives a separate test. The following steps were taken to complete the experimental research design:

a. Pre-Test

Before beginning treatment, a pre-test was administered to determine the students' listening abilities. Both the experimental and control groups received a pre-test. The experimental group received a pre-test, while the control group received the same test. The pre-test is helpful in determining the mean score of the experimental and control groups.

b. Treatment (Teaching Presenting)

Treatment was given to the students after the pre-test administrated. The experimental group taught by using subtitle video, while the control group was used audio MP3.

A.   *Post test*

Post-Test is given to students after they receive treatment. Posttest is synonymous with pretest. The final test in this study is the post-test. Especially when determining whether or not a treatment is significant. This is to see whether the treatment has an effect on student learning outcomes in terms of listening ability. A

post-test is also administered to the experimental and control groups. The post test was used to determine the difference in scores between the experimental group and the control group before and after treatment.

B.   Instrument of Research

Instruments have an important role in research. The instrument is a tool to obtain the data needed in a study. The research instrument is a listening test. The listening test use of two parts namely pre-test and post-test that was given to the experimental group and control group. Both the pre-test and post-test consisted of fifteen multiple-choice questions, and five essay. The subtitled video used in this study is an English story. English story videos are about 2-5 minutes long.

C.   Technique of Collecting Data

Data collection was done by giving tests to students. A few steps use to collect data:

- Give a pre-test to both classes.
- Give them 1 time to do a listening test based on the best.
- Collect student answer sheets and student answer scores.
- Apply treatment, in which subtitle video is applied to the experimental group, while the control group did not use video subtitles
- Give a post-test for both classes.
- Give them 1 times to do a listening test based on the best.
- Collect student answer sheets and score and score students answer.

D.   Technique of Data Analysis

In this study, Paired Samples t-test was used to examine significant variations While testing the validity used IBM SPSS 20. SPSS (Statistical Product and Services Solution) that purpose to ensure that the results of a measurement match with what is being measured.

Data analysis is a method to examine the data to recognize the outcome of the research. The procedures as follow:

- Scoring the learners' reading test of pre-test and post-test by using the following formula:

$$Score = \frac{\text{The total of the students' correct answer}}{\text{The total of items}} \times 100 \qquad (1)$$

- The quantitative data was examined using SPSS statistical 20 software package to calculate descriptive statistics such as mean, standard deviation, percentage, and so on. In order to classify students' listening comprehension in the experimental and control class. The hypothesis of the study was examined using a T-test analysis to check if there is a significant rise in Actional Functional Model on students' writing achievement. To determine the rise, the researcher used paired sample t-test and independent sample t-test analyses. The independent sample t-test was used to determine whether there was statistical evidence that the linked population means were statistically significantly different from the means of the two paired samples when comparing the means of two independent groups.

E.   Descriptive analysis

Descriptive analysis employs the result of the mean and the standard deviation that used to summarize data. Mean and standard deviation are descriptive analysis.

1)   Mean and Standard Deviation

Mean is commonly used measurement of central tendency because the mean takes all score into account. The mean is same as average of score. Standard deviation is used to measure variability. The larger the standard deviation, the more variability from the central point in the distribution and the smaller the standard deviation, the closer the distribution is to the central point.

2)   Categorization

Data categorization was based on the ideal mean as an ideal benchmark and standard deviation, which are then grouped into sic categories, while the distance determination uses the standard deviation within 6 standard deviation,

To calculate the ideal average (Mi) used the formula:

Mi = ½ (the highest ideals + the lowest ideals)

While the ideal standard deviation (SDi) is calculated using formula:

SDi = 1/6 (the highest ideals - the lowest ideals)

The five categories of the grouping as proposed by (Azwar, 2010) can be defined as follows.

Table 2. Guidelines for Providing Interpretation of Research Variables

Category	Interval Scores
Excellent	89.0 – 100

Category	Interval Scores
Very Good	77.9 – 88.9
Good	66.8 – 77.8
Fair	55.7 – 66.7
Poor	44.6 – 55.6
Very Poor	33.5 – 44.5

F. Inferential Analysis

1) Test of Normality

Test of normality aims to determine whether the distribution of responses has a normal distribution or not. Test of normality was using Kolmogorov Smirnov formula. The interpretation of the test of normality can be concluded as follows:

- If the value of Asymp. Sig. (2-tailed) is greater than the rate of 5% Alpha (Asymp. Sig. (2-tailed)> 0.05) it can be concluded that the data derived from populations that are normally distributed.
- If the value of Asymp. Sig. (2-tailed) is smaller than the Alpha level of 5% (Asymp. Sig. (2-tailed) <0.05) it can be concluded that the data derived from the population distribution is not normal.

2) Test of Hypothesis

To analyze the data of pretest and the data of posttest scores, the researcher employed ANCOVA (analysis of covariance). The purposes of this test are:

- To increase the precision of comparisons between groups by accounting to variation on important prognostic variables;
- To "adjust" comparisons between groups for imbalances in important prognostic variables between these groups.

3. RESULTS AND DISCUSSION

A. Finding

The data used in this research was derived from multiple choice tests and essay test results. The subjects in this study were separated into two groups: experimental and control. Both classes use the same test, however, only the experimental class uses media to learn. The researcher has given pre-test and post-test about Listening Test.

Table 3. The result of pre-test and post-test for the Experimental Group

NO	Students Initial	Pre - test	Post – test
1	A	70	95
2	MRA	75	92
3	JFP	70	85
4	AD	72	88
5	AT	75	90
6	SAZ	70	90
7	EFN	84	85
8	ATA	86	85
9	IJ	82	92
10	H	70	90
11	MRM	75	95
12	SN	70	92
13	R	80	90
14	AA	80	92
15	PA	75	84
16	ET	80	82
17	NNA	75	90
18	A	75	92
19	SAP	75	84
20	JSA	70	88
21	DS	60	95
22	TDA	65	80

NO	Students Initial	Pre - test	Post – test
23	SS	65	80
24	YU	80	85
25	DA	80	85
26	UM	80	85
27	MO	80	85
28	NTQ	65	92
29	RRN	60	95
30	N	70	95

From the table above as a comparison, the experimental class pre-test results obtained were 20 students scored below 80, 7 students scored 80, and 3 students scored above 80. While for the post-test scores, 28 students scored above 80, 2 students scored 80.

Table 4. The results of pre-test and post-test for the Control Group

No	Students Initial	Pre-test	Post-test
1	ADI	55	90
2	APS	70	75
3	ARD	65	80
4	ARS	55	88
5	AZ	60	70
6	DASN	60	80
7	DSP	65	95
8	FA	60	80
9	HH	70	75
10	IKS	60	75
11	JS	60	80
12	MS	40	90
13	MHW	75	80
14	MR	75	80
15	MIL	65	70
16	NO	70	90
17	NP	70	75
18	NAP	60	85
19	PAN	55	65
20	N	55	90
21	R	40	90
22	RN	60	86
23	RAP	60	84
24	RTKS	75	90
25	RS	75	92
26	RK	75	80
27	RRF	75	80
28	SNA	60	92
29	SMSS	50	92
30	SA	60	94

The data table above shows the results of the control class pre-test as many as 17 students scored below 65, 3 students scored 65, 4 students scored 70, 6 students scored 75.

While the post-test results were 7 people students scored below 80, 15 students scored above 80, 8 students scored 80.

B. Data Descriptive Statistics

Table 5. Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretestcontrolclass	30	40,00	75,00	62,5000	9,53668
Postestcontrolclass	30	60,00	95,00	81,9667	8,72366
PretestTreatmentclass	30	60,00	86,00	73,8000	6,73846
PostestTreatmentclass	30	80,00	95,00	88,5667	4,53860
Valid N (listwise)	30				

There are a total of 30 students in the Control Class. The average value of the control class pre-test was 62.50 with a minimum value of 40 and a maximum value of 75. The average post-test value of the control class was 81.96 with a minimum value of 70 and a maximum value of 94. From this it is clear that the increase in value after learning is carried out using conventional methods, with the difference in the average value of the Pre-Test and Post-Test of 19.46.

While on the experiment class of 30 students, the average pre-test score is 73.80, with a minimum score of 60 and a maximum score of 86. The average post-test score is 88.56, with a minimum score of 80 and a maximum score of 95. With the difference in the average score of 14.76 between the Pre-Test and Post-Test, this indicates that there is a significant increase in student learning outcomes after using a scientific approach in the learning process. From these figures it is clear that the student scores between the two classes are different. Scientific method gives better results than conventional methods.

C. Test of Normality

Normality test is a procedure used to determine whether the data originates from a population with a normal distribution or if the data itself follows a normal distribution. This section examines the normality of data distribution. If the sig. Value or significance or probability value is less than 0.05. Then the distribution is not normal. If the sig. The distribution is normal if the value, significance, or probability value is greater than 0.05.

In this study, the researcher used the SPSS 20 application and the Kolmogorov-Smirnov and Shapiro-Wilk tests to assess whether the data were normal:

Table 6. Tests of Normality

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student learning	1,00	,170	30	,027	,905	30	,011
	2,00	,174	30	,021	,935	30	,067
	3,00	,155	30	,065	,948	30	,149
	4,00	,184	30	,011	,926	30	,038

a. Lilliefors Significance Correction

The significance value (sig) for all data on the Kolmogorov-Smirnov Test and the Shapiro-Wilk Test is greater than 0.05, so it can be inferred that the study data is normally distributed.

D. Paired Sample T-test

Paired t-test is a method for evaluating hypotheses when the data used are not independent (paired) (Nuryadi et al., 2017). The paired sample t-test can be used to compare the means of two paired samples to determine whether or not there is a difference. The researcher in this study performed a paired sample t-test on the data from the control class pre-test and the control class post-test (Conventional) and the data from the experimental pre-test and the experimental post-test to determine whether there is a difference in the mean scores between the two paired samples. Using the SPSS 21 application, the test is administered as follows:

Table 7. Paired Sample t-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	Pretestcontrolclass - Postestcontrolclass	-19,46667	12,10510	2,21008	-23,98678	-14,94655	-8,808	29	,000
Pair 2	PretestTreatmentclass - PostestTreatmentclass	-14,76667	9,14890	1,67035	-18,18292	-11,35041	-8,840	29	,000

Based on the paired sample T test table, the t test value of the paired control class obtained a t value of -8.808, a two-way significance value of 0.000, and a standard deviation of 12.10510 with a df of 29. The t

value of Experiment Class is -8.840, a significance value of two direction of 0.000, and a standard deviation of 9.14890.

With df 29, then in the table the t value is in the area of acceptance of H0, namely -8.808 < --8.840 so that it accepts H0 and rejects H1.

The sign. The (2-tailed) value of 0.000 <0.5 for output 1 pair indicates that there is a significant difference in the mean student scores between the pre-test control class and the post-test (conventional) control class. Based on the results of pair 2 and a sig (2-tailed) value of 0.000 <0.5, it can be concluded that there is a difference on the average student scores in the pre-test of the experimental class and the post-test of the experimental class. Based on the discussion of output pair 1, it can be concluded that the use of Video Subtitles has an effect on student learning outcomes in listening comprehension.

Table 8. Paired Samples Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretestcontrolclass	62,5000	30	9,53668	1,74115
	Postestcontrolclass	81,9667	30	8,72366	1,59272
Pair 2	PretestTreatmentclass	73,8000	30	6,73846	1,23027
	PostestTreatmentclass	88,5667	30	4,53860	,82863

Based on the table of paired sample statistics from partner 1 (control class), N = 30 with a mean of 81.96. Std Deviation 8.72366 and mean Std Error 1.59272. and Pair 2 (experimental class), N = 30, with a mean of 88.56. Deviation of Std 4.53860 with mean Std Error 82863. From the output above it can be seen that the average score of the experimental class on the pre-test and post-test has increased significantly. In other words, it can be said that the use of video subtitles in learning can improve listening comprehension.

E. Independent Sample T-test

This examination assesses the disparity in the average values of two distinct populations or data sets that are not interrelated. The independent t-test necessitates the fulfillment of the following assumptions/conditions: Initially, it is observed that the data exhibits a normal distribution. Furthermore, it should be noted that both sets of data are independent and free from any external influences or dependencies. Furthermore, it should be noted that the variables in question are both numerical and categorical, with just two distinct groups (Nuryadi et al., 2017). This study employed the Independent Sample t-test to assess potential disparities in the efficacy of student learning in Listening Comprehension using Subtitle Video. The present study involved the analysis of post-test data from an experimental class that utilized a Subtitle Video, as well as post-test data from a control class that using Audio mp3. The statistical analysis was conducted using the SPSS 20 software program.

Table 9. Independent Samples Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Listening Comprehension	Equal variances assumed	11,848	,001	-3,272	58	,002	-5,46667	1,67059	-8,81072	-2,12261
	Equal variances not assumed			-3,272	46,104	,002	-5,46667	1,67059	-8,82919	-2,10414

The independent sample t-test provided a statistically significant result, assuming equal variances, with a t-value of -8.81072 and a p-value of 0.02. The mean difference between the two groups was -5.4667, indicating a significant difference between them. The assumption of equal variances was not met, as shown by a value of -8.82919 for the lower bound and -2.10414 for the upper bound. The two-tailed significance level was found to be 0.02, and the mean difference was calculated to be -5.4667. Based on the obtained results, it can be inferred that there exists a statistically significant difference between the mean post-test scores of students who employed the conventional way and those who utilized the scientific approach. This conclusion is supported by the fact that the significance value (2-tailed) is 0.000, which is less than the predetermined alpha level of 0.05.

Table 10. Group Statistics

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Listening Comprehension	Class Control	30	83,1000	7,94529	1,45060
	Treatment	30	88,5667	4,53860	,82863

Based on the data presented in the table above, it is evident that the mean score in the control class was 83.10, accompanied by a standard deviation of 7.945. In contrast, it is worth noting that the mean score in the Experimental class was observed to be 88.56, accompanied by a standard deviation of 4.538. The findings of this study indicate the presence of statistically significant disparities in the test scores of students who utilized Subtitle Video as compared to those who did not.

F. Discussion

The objective of this research is to find out whether the method of using Video Subtitles can improve students' listening comprehension. Based on research conducted by researchers, the use of video subtitles has a significant effect on the learning outcomes of class XI students of SMA Negeri 2 Perbaungan, especially in listening comprehension based on the management of the data obtained. The two-tailed significance level for the paired sample t-test is 0.000 <0.5. If the significance value of the paired sample t-test is less than 0.05, it is assumed that variable X affects variable Y; otherwise it is assumed that the X variable does not affect the Y variable. Therefore, it can be concluded that the learning approach that uses video subtitles can affect the results of students' listening comprehension. The difference between the pre-test and post-test mean values for the experimental group shows the magnitude of this effect. The average pre-test and post-test scores for the experimental class increased from 73.80 to 88.56. In other words, it can be said that the method of using Video Subtitles improves listening comprehension significantly. The alternative hypothesis is accepted, while the null hypothesis is rejected because the paired sample t-test statistics show an increase in the average value of student learning outcomes. This indicates an increase in the use of Video Subtitles to assess students' listening comprehension skills.

Based on the results of the Independent Samples T-Test, it was observed that there was a significant difference in the average post-test scores between students who utilized Subtitle Video and those who utilized Audio mp3. The obtained p-value of 0.000, which is less than the predetermined significance level of 0.05, indicates statistical significance. The group statistics table provides a clear depiction of the notable differences between the two groups. Specifically, the average post-test scores for the Experimental Class (Subtitle video) and the Control Class (Audio mp3) were recorded as 83.10 and 88.56, respectively. In comparison to the Control Class (Audio mp3), the Experimental Class exhibited a higher average value in the post-test (Subtitle video). Hence, it can be asserted that the instructional approach employing subtitled videos yields greater efficacy compared to solely utilizing audio MP3 files.

The primary objective of this study is to investigate the diverse impacts associated with the use of subtitled videos on the process of acquiring listening comprehension skills. The present study employs a quantitative research methodology. For the purposes of this study, a sample of 30 people from class XI IPA 2 was selected to represent the experimental class, while another sample of 30 participants from class XI IPA 1 was chosen to serve as the control class sample. The data acquired from the pre-test and post-test in this study was analyzed using an Independent sample t-test. In addition, the research findings indicate that a significant proportion of students concur with the notion that the scientific approach yields positive outcomes in enhancing their reading comprehension skills. The use of video subtitles to teach eleventh grade listening skills has been shown to be useful by researchers. This difference can be seen in the post-test results of students who received video subtitle media education and students who did not receive video subtitle learning. The average value of the experimental class posttest was 88.56, while the average value of the control class was 81.96. It was revealed that the post-test scores of experimental class students were higher than control class students (MARYAMRAY, 2022). So, learning by using video subtitle media can improve listening skills.

In hand with Hestiana & Anita, (2022) subtitles in short movies offer potential benefit and may help on improving students' listening comprehension. While Napikul et al., (2018) in his research, The Effects of Film Subtitles on English Listening Comprehension and Vocabulary, where the participants of this research included 63 students in tenth-grade at Samakkhiwitthayakhom School in Chiang Rai. Each group consisted of 21 students who were selected from 613 tenth-grade students based on their English O-NET (Ordinary National Educational Test) scores with similar O-NET scores ranging from 98 to 16 described that subtitles influence students' listening comprehension. It introduces kids to fresh words that they have never seen before. Also, subtitles support the translation process. For example, students can effectively infer the meaning of some new words by observing characters' body language or gestures and seeing the subtitles at the bottom of the screen.

(Imelda Darmayanti Manurung)

4. CONCLUSION

Based on the research objectives, it can be said that the use of video subtitle media as learning has significantly improved students' listening skills, as evidenced by the Shapiro Wilk test. The findings of the Shapiro Wilk test from two samples show that the use of video subtitles has an effect on students' listening skills. The significance of this effect can be seen in the average value of the Experiment Class Post-Test which increased from 73.80 to 88.56. As a result, the use of video subtitles significantly improves listening skills. The null hypothesis was rejected, while the alternative hypothesis was accepted.

Student achievement is presented as follows: The data shows that the pre-test results of the indicator control class are a total score of 1,875. Then the post test scores of the control class totaled 2,493 total scores. So, from these data there were 30 students in the control class which showed that the average pretest score was 62.50 which was classified as sufficient and the average posttest score was 81.96 which was classified as Good. As a comparison, the pre-test results for the experimental class obtained a total score of 2,214, then the post-test scores for the experimental class obtained a total score of 2,657. So, from these data there were 30 students in the experiment showing that the average score on the pre-test was 73.80 which was classified as quite good and the average post-test score was 88.56 which was classified as good.

Therefore, for further research, it suggests to conduct more in-depth research on the advantages and uses of video subtitles with should pay more attention to student activities when learning activities take place, for example, such as asking questions or providing opportunities to ask about material that has not been fully mastered. This is done to find out whether students understand the subject matter or not. Future research can also investigate other factors not found in this study that can improve students' listening comprehension skills. Make sure the videos are easy for students to understand and attract attention so that students are interested in watching and learning about them, use other media in the functional process of this action to attract students' attention.

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