

ABSTRACT

THE EFFECT OF VIDEO-BASED TASKS WITH SUBTITLES TO ENHANCE STUDENTS' LISTENING ACHIEVEMENT

By

Jaul Fadoli

This current study aims (1) to intently find out the significant difference in the listening achievement of the students who are taught through video-based task with dual subtitles and those who are taught through video-based task with single subtitle, (2) to know the students' perception toward the implementation of video-based tasks with subtitles and (3) to know the correlation between their perception and their listening achievement. There are 20 students in the experiment class and 20 students in the control class who enroll this experimental research design. They were given the treatment namely (video-based tasks with dual subtitles) for the experiment class and (video based tasks with single subtitle) for the control class. They were then distributed the questionnaire sheet to draw the perception regarding the use of video-based tasks with subtitles. The data were computed through SPSS version 21 and statistically analyzed through Independent Samples Test, One Sample Test and Pearson Product Moment Correlation to reach the findings.

The first finding shows that there is a significant difference in the listening achievement between those who are taught through video-based tasks with dual subtitles and those who are taught through video-based tasks with a single subtitle. The significant level was 0.014. It means that 0.014 was lower than 0.05. The second finding reveals that the students in the experiment and the control class have a positive perception toward the implementation of video-based tasks with subtitles. The third finding presents that there is a positive correlation between the students' perception and their listening achievement in wich the threshold of significance for probability (p) was 0.002. The p (0.002) was less than 0.05. Hence, it makes sense that applying video based tasks with subtitles can enhance the students' listening achievement. But, it is suggested for (1) the teachers to properly adjust the subtitles and design the video as well as the tasks with the student's need and for (2) further researchers to make an open-ended questionnaire in order to comprehensively know the students' perception toward the implementation of video-based tasks.

Keywords: Video, Subtitle, Task, Video-Based Tasks, Listening Achievement