

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

(A Thesis)

By

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**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
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LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2023**

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A Thesis

**Submitted in a Partial Fulfillment of
The Requirements for S-2 Degree**

in

**Language and Arts Education Department
Teacher Training and Education Faculty**



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ABSTRACT

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

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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

Research Title : **THE EFFECT OF VIDEO BASED-TASKS WITH
SUBTITLES TO ENHANCE STUDENTS' LISTENING
ACHIEVEMENT**

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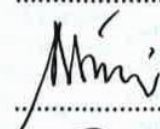
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DECLARATION

I hereby declare that:

1. The thesis entitled “The Effect of Video-Based Tasks with Subtitles to Enhance Students’ Listening Achievement” is my own work and I do not plagiarize or quote the work of other authors in a way that is inconsistent with academic ethics.
2. This intellectual right is entirely left to Lampung University.

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CURRICULUM VITAE

The writer's name is Jaul Fadoli. He was born in Tulang Bawang on August 16th 1992 as the second child of a lovely couple Jumangin and Siti Asiyah. Ethnically, he is from Javanese descent. He has two sisters namely Anuriatus Solihah and Arifun Nasiah. Unlike his two sisters, he is still single.

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DEDICATION

This thesis is entirely dedicated to:

My beloved parents, father (Jumangin) and mother (Siti Asiyah).

My beloved older and younger sisters (Anuriatus Solihah) and (Arifun Nasiah).

My beloved classmates of MPBI 2020.

MOTTO

وليس الغنى إلا عن الشيء لابه

“True wealth lies not in having more, but in needing less”

__الإمام الشافعي__

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Last but not least, the writer is completely aware of the potential flaws in this thesis. In order to improve composition, constructive criticism, comments, and suggestions are always gratefully welcomed. After all, he hopes that this thesis will aid in the advancement of education as well as that of the reader and, in particular, those who want to undertake further study in the same field of interest.

Bandar Lampung, Januari 2023

Writer

Jaul Fadoli

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I. INTRODUCTION

This chapter elucidates several points, i.e. background of the study, formulation of the problem, objective of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background of the Study

Listening is the primary skill along with speaking, writing and reading to attend the language acquisition. Particularly listening, it is indeed true as the most oftentimes heard and much involved in language sub-skill in English (Harahap, 2020). It is strongly stated that in natural order of learning any language, listening stands at the first rank and take the first skill that have to be learned when learning language (Fandana et al., 2018; Krivosheyeva et al., 2020).

However in English classroom context, not all are regularly taught listening. As a result, it causes students' listening apprehension when they are tested. Other factors which notably make students feel problematic on listening comprehension are caused by the insufficiency of task, their limited vocabulary, their inability to perceive English pronunciation and structure of English. These can make students unmotivated, thereby effecting low students' listening achievement. Furthermore, without having good listening skills, students will find difficulties in integrating into a talk, discussion, or follow the commands from their teachers and peers (Sari et al., 2021). Alabsi (2020) added that listening comprehension is not an easy task

for English as a foreign language learners. They cannot translate word by word as they listen to EFL material. These can lead to issues why listening comprehension has not been mastered yet as good as possible. The circumstances compel teachers to adjust and select the appropriate methods, strategies as well as teaching media to overcome several mentioned problems.

The buildout of technology innovation brings positive impact in extracting more information, attention spans and attraction on education especially in language teaching (Bajrami & Ismaili, 2016; Matthew, 2020). For instance video, it is commonly used by a lot of schools to promote students' listening skill. Not only does video provide original or authentic resources for teaching listening (Alabsi, 2020; Bajrami & Ismaili, 2016) but it also make students attentive. Some teachers design video for teaching listening propose. This innovative medium is willfully expected to aid teachers reaching the instructional objectives and can effectively assist them in teaching process. This circumstance exactly proves that it is very possible to modify and bring the video into classroom, purposefully in learning and teaching listening.

On the one hand, video mode can be creatively formed as a convenient tool for facilitating students' listening comprehension with, for example, adding single or dual subtitles on it. Subtitles have been widely used as a cost-effective tool to minimize language barriers for audiences of diverse cultural and linguistic backgrounds (Liao et al., 2020). On the other hand, adding subtitles in this point is eventually proposed to unlock the hindrances of students' listening comprehension

and to create easiness to understand the meaning. In this study, single subtitle is created for English only. While dual subtitles refer to video with bilingual modes which simultaneously appear on the screen. The two languages are English language and Bahasa Indonesia. Their function is to shed light on conveying listening materials or tasks clear even more.

No less important to underpin students' listening comprehension is an approach or method that can also be integrated into teaching media. In this study, TBLT (task-based language teaching) is chosen amongst all methods. It is selected due to some reasons. As defined by Nunan (2004, p. 4), task is providing target language activity for learners by activating background knowledge therefore they can communicate to convey the meaning. Willis (1996, p. 23) also clearly asserted that tasks are "activities where the target language is used by the learner for the communicative purpose (goal) in order to achieve an outcome". On that basis TBLT benefits students since it is more student-centered and allows for more meaningful communication.

Willis (1996, p. 52) mentioned the three phases while conducting TBLT. They are pre-task, task-cycle and language focus. These stages are interrelated and should be committed. Hence, incorporating TBLT and video with subtitles hopefully provide easiness for students to complete the task. The task is introduced with video in the pre-task stage in order to stimulate students' interest. It is reasonable because if the task is clear at first, it can boost students to use target language as well as accomplish the task properly. Accordingly, it can be a trigger to treat students'

listening ability and later, it can effect on the students' listening achievement. Several studies dealing with TBLT and subtitle usage have been scrutinized. They seek how it effect on teaching English skill. Sarani et al., (2014) proved that teaching listening on the basis of video-based tasks has a significant influence on learners' listening comprehension in realizing and understanding the language authentically. The investigation conducted by Fang et al., (2019) found that watching film and television works is conducive to cultivating the enthusiasm and choosing subtitles can have a positive effect on English vocabulary acquisition. Thao' (2019) research with title video-based task teaching for non-English major students at Hufi evinced that the students felt more interested and motivated and showed positive feedback on videos. Then, Alabsi (2020) with his semi-experimental research indicated that his result study had statistically significant increases in posttest listening comprehension scores after being added subtitles to videos via apps. Matthew (2020) found that no significant effect either on performance or on perceived cognitive load for the students watching a recorded lecture with added subtitles compared to watching without subtitles. Otaif' (2021) findings revealed that several task designs are perceived to be less interactive and can disperse the learner's attentional resources during the process of finishing task.

Based on the above rationales, the researcher intends to know the effect of video-based task with subtitles (taken from TBLT premise) and students' perceptions on its implementation which specifically carried out on improving students' listening achievement. The integration of task-based language teaching and video with subtitles are hoped to increase the students' listening achievement. Video-based

tasks with subtitles become a breakthrough and a novelty for treating students' listening comprehension since it is found any dearth in previous researches and it needs to be examined.

Intentionally to do this research, the researcher would like to find out whether there is any significant difference on students' listening achievement after being taught via video-based task with dual subtitles and after being taught via video-based task with single subtitle and, latterly, to know what students' perceptions toward the implementation of video-based task with subtitles as well as the correlation between their perception and their listening achievement.

1.2. Formulation of the problem

Due to the aforementioned background, the researcher formulates the research problem on the two focuses. They are:

1. Is there any significant difference in the students' 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?
2. What is the students' perception toward the implementation of video-based tasks with subtitles?
3. Is there any correlation between the students' perception and their listening achievement?

1.3. Objective of the Research

Apropos of the above statements, the objectives of the research are:

1. To find out whether there is a 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 find out the students' perceptions toward the implementation of video-based task with subtitles.
3. To find out the correlation between the students' perception and the students' listening achievement after using video-based task with subtitles.

1.4. Uses of the Research

In accordance with the objective, this research hopefully can be:

1. A new reference for other researchers who will conduct the similar object with different perspective.
2. An impetus to enlarge everyone's insight particularly the readers concerning with learning and teaching listening through video.
3. An encouragement for the English teachers to apply the appropriate media and method especially video-based task with subtitles so that the students grasp the understanding and get more engaged in teaching and learning process.

1.5. Scope of the Research

To make specific, the researcher needs to limit the study. Ergo, the scope of this research focalizes on the effect of students' listening achievement after being taught video-based task with single and dual subtitles, students' perceptions toward the implementation of it and the correlation between perception and achievement.

1.6. Definition of Terms

The terms relate to the variables of the research. The definition of the terms are intended to avoid any misconception. They are as follows:

Task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in English.

Video-based Task is video that is designed to introduce the task and presented on pre-task stage in TBLT (Task-Based Language Teaching) and students are asked to complete it after watching and listening to the videos.

Single Subtitle refers to one language as subtitle which simultaneously appear on the video screen. In this point, the subtitle is written in English only.

Dual subtitles refers to two languages as subtitle which simultaneously appear on the video screen. In this point, the subtitles are written in English and Bahasa Indonesia embedded underneath the display of videos.

Listening is to perceive or to pay attention to someone or something (e.g. a video) in order to understand what is being said or uttered using the sense of hearing.

Perception is how people use the sensory information to perceive certain phenomenon.

Achievement is the result of a set of activities that describes how well people have done the activities and it is usually manifested with score.

This chapter has elucidated the background of the study, formulation of the problem, objective of the research, uses of the research, scope of the research, and definition of terms.

II. LITERATURE REVIEW

This chapter discusses literature review and it deals with concept of listening, perceptions of students, concept of task-based language teaching, the use of video, concept of subtitle, teaching listening through video-based task with subtitles, theoretical assumption and hypothesis.

2.1. Concept of Listening

2.1.1. Listening Comprehension

Many researchers claim that listening comprehension is an innate ability that people are born to have, and therefore there is no need to learn it. Others even consider that listening is equal to hearing. However, many researchers have challenged this perspective and pointed out that the ability to listen is not same with the ability to hear. That is, hearing is an innate ability that people possess; in contrast, listening requires concentration to catch the meaning of the context (Chen & Chen, 2021). Also, Irfan et al. (2021) argue that listening and hearing both are different. Hearing is defined as the brain's automatic response to the sounds that surround individuals constantly; there is no additional effort required for this skill. While listening requires people to pay attention to sounds and speech, notice what they should be listening to, and understand.

Moreover, listening comprehension is regarded as a complex, interactive process in which listeners are engaged in a dynamic construction of meaning and faced the diverse variables affecting it (Furuya, 2021; Hamouda, 2013). Likewise, Cross

(2018) explain that the different variables that affect listening comprehension include working memory, discriminating words, knowledge of vocabulary, and metacognitive awareness. It means that listening comprehension requires more concentration and a quick understanding is also needed. Many things should be specifically taken into consideration during listening section. For listeners to more easily understand what is being said by speakers, context, facial expressions, and body motions become crucial factors that should be paid attention (Gilakjani & Sabouri, 2016; Ziane, 2011).

The obstructions of listening comprehension should be known too. It is to make easy for selecting appropriate ways and tackling the problems. According to Underwood as cited Gilakjani (2016), there are some barriers to effective listening comprehension process:

1. Listeners have no control over how quickly speakers speak.
2. Listeners cannot have words repeated and this can cause critical difficulties.
Students cannot replay a recording section.
3. Listeners may be confronted with a new word and think the meaning of the word for a while, so they miss the next section of the speech.
4. Listeners may lack contextual knowledge. Listeners can sometimes understand the surface meaning of a passage but they can have substantial problems in understanding the entire meaning.
5. It is difficult for listeners to focus on the listening text. A shortest break in attention sometimes inhibit comprehension.

Additionally, listening comprehension requires both top-down and bottom-up processes for decoding speech and constructing meaning simultaneously. In other word, listening comprehension activity should be conducted in two main frameworks of top-down and bottom up approaches (Saeedakhtar et al., 2021; Sarani et al., 2014). In the top-down approach, the key aim is promoting learners' metacognitive awareness. For instance, at the end of the course of instruction, learners should be able to use different types of strategies outside the class as successful listeners. Metacognitive knowledge in top-down processing refers to the learners' understanding of the ways in which different features act and cooperate. While bottom-up processes in listening demand an awareness of sounds and words in the stream of speech. It means that when there is an adequate understanding of lexical items, listeners will be able to use their contextual knowledge to comprehend the input.

From the above-mentioned explanations, it can be generally stated that listening comprehension refers to complex process in which learners need to exert both their language knowledge (i.e. vocabulary, sounds, and grammar) and background knowledge to comprehend what is spoken.

2.1.2. Teaching Listening

Listening is an invisible internal process. Among the four language skills namely listening, speaking, reading and writing, listening is deemed as the pivotal skill in the field of English language teaching and learning. It is the most constantly used language skill in diurnal life (Jyoti, 2020). Especially in the

language classroom, listening is very essential for the lives of students since it is utilized as a means of learning at all phases of instruction. Despite its significance in foreign language learning, the instruction of listening comprehension has been overlooked in many English as a second or foreign language classes (Gilakjani & Sabouri, 2016).

Meanwhile, English teachers should know the strategies and stages during teaching listening. The following stages of instruction aid listeners become more aware of how they can use what they already know to fill gaps in their understanding (Vandergrift, 2004):

1. Planning/predicting stage

- ✓ Students forecast the types of information and possible words they will hear after learning about the topic and text style.

2. First verification stage

- ✓ Students check their initial ideas, make any necessary corrections, and make a note of any additional information they understand.
- ✓ Students compare their work with peers, make necessary changes, determine what has to be resolved, and decide on any issues that require additional attention.

3. Second verification stage

- ✓ Students check points of contention, make adjustments, and jot down any additional information they grasp.
- ✓ Class discussion in which everyone contributes to the reconstruction of the text's main themes and most important details, with observations on how

students arrived at the meaning of certain words or parts of the text.

4. Final verification stage

- ✓ Students pay attention to information that they are interested in.

5. Reflection stage

- ✓ Students write goals for next listening activity based on discussion of strategies used to compensate for what was not understood.

It is beneficial to give learners a purpose for listening by requiring them to use some strategies each time they listen. There are three types which are asserted by Nunan (2015, p. 44).

1. Listening for gist (identifying main idea)

It is to get the general idea known as listening for gist, or global listening, which demands students to catch key words and to connect the words to understand the main topic.

2. Listening for specific information (identifying specific information)

Listening for specific information necessitates learners identify information such as a number, a name, and so on.

3. Listening for detailed understanding (recognizing inference)

This type are proposed to ask students making inferences about what they have listened to.

Besides, it is undeniable to the great role of teacher because teacher has a great deal of responsibility in the class and can make a big impact to create a welcoming atmosphere. Harmer (1991) and Machackova (2009) noted that teacher has eight

main roles in listening activity cited in (Gilakjani & Sabouri, 2016).

1. Teacher as organizer

In this part, the teacher needs to explain what the student wants to do, gives clear instructions and provides helpful feedback to students. Teacher also prepares listening lessons and provides learners with clear guidance.

2. Teacher as a controller

Teacher should carry out the entire lesson. It is the teacher's duty to decide what the student should do, when to speak and what language to use. The teacher also decides what the student should do during the listening phase.

3. Teacher as an evaluator

Teacher should evaluate the students and provide feedback on their performance. Teacher needs to assess the level of their students.

4. Teacher as a resource

In this role, the teacher provides the students with the advice they need and helps them solve their difficulties with particularly unfamiliar vocabulary and grammatical forms.

5. Teacher as tutor

Teacher acts as coaches and resources and assists their learners to develop ideas. Teacher needs to support learners at every stage and aids them to predict missing information.

6. Teacher as investigator

Teacher monitors classroom activities and assesses learners' performance. She/he evaluates the benefits of listening activities.

7. Teacher as a prompter

Teacher encourages the students and provides recommendations toward activities that are carried out by the learners. Teacher should support students during every stage of listening activity so that they can finally succeed.

8. Teacher as a participant

Teacher takes part in the listening activities and must be apprehensive of leading in these activities. He/she can ameliorate the classroom atmosphere, participate in preparation and follow-up activities such as discussions and role-plays.

2.2. Descriptive Text

2.2.1. Definition of Descriptive Text

One type of literature that students must grasp while studying English is descriptive text. Descriptive text is one of the elements that the teacher is supposed to teach in the classroom as part of the teaching-learning process for the first grade in senior high school. As maintained by Anderson and Anderson (2003, p. 26), descriptive text describes a certain person, place, or thing. It indicates that a person, a place, or thing become an object to be specifically described. They also stated descriptive text is to tell about something by describing its feature without including personal opinions. Therefore, Descriptive text is a kind of text that describes a person, place, thing or animal in a specific way.

2.2.2. Generic Structure of Descriptive Text

It has been generally mentioned that the generic structures of descriptive text is divided into two:

1. Identification

Identification clarifies a topic or identifies what or person is desired to be described.

2. Description

A description provides information about the topic's specifics by explaining its characteristics, components, attributes, and features. When anything is explained or defined, description occurs.

2.2.3. Language Features of Descriptive Text

It is well known that descriptive text contains the following language features:

1. Adjectives, numbering, and classification are frequently used in description. For instance, it is quite dangerous, its fur is extremely thin, etc.
2. The simple present tense is one that is frequently used. Examples are go, fly, cook, etc. However, if the object being described no longer exists, it may occasionally employ the past tense.
3. Thinking verbs (believe, think, etc.) and feeling verbs (feel, like etc.) are used in descriptive text
4. Adverbs are also used in descriptive text to explain an adjective or provide information about a character. For instance, it is very high, it moves very quickly and so on.

2.3. Perception of Student

According to Gibbs as cited in Brown and Lee (2015, p. 95), perception is “the ability to derive meaning from sensory experience to guide adaptive behavior”. If

the perception is correlated to students and classroom activity, it can affect a learning outcome. As stated by Nunan (2004, p. 15), students' perceptions of what constitutes legitimate classroom activity will influence learning goals and students' perceptions of what they should contribute to task completion, their opinions on the nature and demands of the task, and their definitions of the setting in which the task takes place will all influence outcomes. "In student-centered approaches, students moreover play a larger part in the learning process. This can ensue in the promotion of their interests toward language learning" (Makarova as cited in Hadi, 2013).

It is stated that perception is an excitatory preceded by a sense sensor and supplied consciously or subconsciously to the human brain. Perception is subjective and depends on one's point of view on a given thing. As a result, factors originating within themselves issued with their own thoughts from someone influence the relative perception. According to Lamatokan (2018), how students perceive teachers' teaching methods and how they use various learning tactics, including methods and teaching media, can have an impact on how well students learn English. By understanding the definition of perception above, it can provide the teacher's insight into a specific phenomenon. It indicates that teachers must know learners' perception in order to improve learning outcomes as the approach has either aided or hampered learners' acquisition of the target language (Sholeh et al., 2021).

This study investigated the students' perception on the implementation (teaching and learning process) of method used namely video-based tasks with subtitles. It

can be said that the purpose of the students' perception is to understand how they organize and interpret their sensory impressions in order to give their learning environment meaning, their sensory experiences of the learning process affect as well as how they recognize and react to environmental cues. In a simple way, a student's positive or negative perception regarding the teacher's use of video-based tasks with subtitles can have an impact on how well their achievement.

2.4. Concept of TBLT (Task-Based Language Teaching)

2.4.1. The Principles of Task-Based Language Teaching

The task must have a sense of completeness, having a beginning, middle, and end so that it may stand alone as a full communication act. (Nunan, 2004, p. 4). Further, Gonzalez-Lloret (2015, p. 2) argued that "tasks should be as authentic as possible, incorporating real contextualized language with application outside the activity itself".

In addition to the above definition, TBLT has principles that should be committed as the guideline. According to Nunan (2004, p. 35), there are seven principles which have to be followed in the frame of task-based language teaching. They are scaffolding, task dependency, recycling, active learning, integration, reproduction to creation and reflection.

1. Scaffolding

Lessons and materials should provide a supportive framework within the learning takes place. Learners should not be hoped to create language that has not been explicitly or implicitly introduced at the start of the learning process.

2. Task dependency

One task should grow out of and build upon the ones that come before it in a lesson.

3. Recycling

Recycling language increases learning possibilities and promotes the organic learning principle.

4. Active learning

Learners gain the most benefit from actively using the language they are studying.

5. Integration

Learners should be taught in a way that makes the connections between linguistic form, communicative function, and semantic meaning.

6. Reproduction to creation

Learners should be urged to move their language usage from reproductive to creative.

7. Reflection

Learners should be able to reflect on what they have learnt and how well they are performing.

The teacher should precisely utilize TBLT based on the seven principles listed above. The teacher must be aware that before giving the task, he or she must elicit the students' prior knowledge by establishing the context. The teacher should subsequently make a point regarding task dependency. It implies that the teacher gives one task separately from the others. The teacher must then establish an active

learning environment. As previously said, TBLT is a learner-centered method, therefore students are actively using the language. Furthermore, the teacher should be aware of learning recycling, integration, and the transition from reproductive to creative language use. Finally, the teacher must allow students to reflect on what they have learned and how well they are performing.

2.4.2. Teaching Procedures of Task-Based Language Teaching

Each method in language instruction has its own set of procedures. These procedures are aimed to ensure that the teaching-learning process runs smoothly. TBLT has some procedures as well to make teaching-learning process runs well. Although doing the task is the basic activity in TBLT, it cannot be given directly from the beginning of teaching learning process. A scaffolding activity should be used first to elicit the students' prior knowledge. Language practice which focuses on the usage of specific language elements should also be included. According to Willis (1996, p. 52), the task lies at the core of the TBLT class activity. He proposes that each lesson is divided into numerous sections, with three distinct stages: pre task, task-cycle, and language focus.

1. Pre-task

For the students, this phase serves as scaffolding. The learners are introduced to the topic and given instructions on how to complete the activity during the pre-task phase. The teacher quizzes the students on words or phrases that are pertinent to the topic which is presented by the teacher. For the pre-task phase, there are some procedural choices. They are: encouraging learners to perform the task; providing learners with the example to do the task; engaging learners

to do non-task activities (activities that are not related to the task assigned by the teacher); and providing learners with time to prepare for the task's completion.

2. Task-cycle

In task-cycle, learners are given the opportunity to employ the target language information they have been given. At this point, the linguistic form is not a priority. The learners are free to solve the challenges in the task using any language they already know. It should, however, be followed by the teachers' advice in order to develop the language. Task, planning, and reporting are the three main requirements for language learning exposure in this stage.

3. Language focus

This stage focuses on the use of certain linguistic elements. In this stage, there are two types of activities: analysis and practice. Learners naturally pick up on some specific features while going through the task-cycle. When a teacher gives a task to complete a description of people, for example, students may focus on the present tense employed in the text. As a result, during the task-cycle, learners will have already worked with the language.

The students should complete the three stages of TBLT listed above. The stages are interrelated. One of them cannot be ignored by the students. They should be run thoroughly while the teacher is applying TBLT. In each stage, the teacher should plan appropriate activities. As a result, the students will be able to complete the task in a timely manner.

2.5. The Use of Video in Teaching Listening

Listening is no longer done in monotonous activities as a result of the advancement of information and communication technologies. Listening gets more integrated, which makes teaching it more challenging. It is not a passive activity; rather, it necessitates the students' full attention and comprehension of the information. Video materials are now not only a part of everyday life, but they are also being used as an effective means of teaching English as a foreign language to all students both inside and outside the classroom (Bajrami & Ismaili, 2016; Silviyanti, 2014). Brown and Lee (2015, p. 246) mentioned some important principles to follow in integrating technology resources to enhance teaching.

1. Teacher must recognize the fact that the boundary between learning and playing (leisure time) is blurring. They may, for example, listen to music to stay focus on task and to avoid distracting classroom noises.
2. Using technology to promote active and collaborative learning activities. For example: integrating project-based tasks that are beyond simple drills and exercises.
3. Providing scaffolding when needed for successful task completion. Monitoring students' activities and participation can be done not only by the teacher but also by the students themselves.
4. For online reading texts, especially on mobile devices, keep paragraphs short and utilize bulleted lists.
5. Teachers must be aware of the challenge of keeping up with current information, knowledge, and resources available on the internet, such as through the use of websites or video clips.

Especially for listening, videos are excellent materials for providing language input in a relevant context. With developments in the capabilities of mobile phones or MP3 and video players, listening options have been broadened and made more versatile (Brown & Lee, 2015, p. 250). The existence of video as a medium can contain listening materials in particular and can be easier to understand because video provides images and audio that can be witnessed directly. Students will feel interested because the material or task displayed in the video is more vivid.

2.6. Concepts of Subtitle

Cintas and Remael (2014, p. 8) described that subtitling is a translation technique that involves showing a written text that attempts to recount the original dialogue of the speakers, as well as discursive elements that appear in the image (letters, inserts, graffiti, inscriptions, placards) and information from the soundtrack. This text is typically displayed on the lower part of the screen (songs, voices off).

Furthermore, Lertola (2019, p. 3) defined that the use of captioning or subtitling in language acquisition as part of AVT (audiovisual translation) has piqued the interest of academics and teachers. AVT activities are learner-centered task that can be completed individually or in groups, promoting autonomous and cooperative learning. Also captioning helps strengthen transferable abilities as well as listening, reading, and writing.

Anyway, Zanon (2006) mentioned three types of subtitling:

1. Bimodal or intralingual (e.g. from English dialogues to English subtitles)

2. Standard or interlingual (e.g. From English dialogues to subtitles in the learner's mother tongue)
3. Reversed (e.g. from dialogues in the learner's mother tongue to English subtitles).

In this study, researcher applies single and bilingual subtitles or called dual subtitles. Adding single or dual subtitles is eventually proposed to create easiness in comprehending the task. Dual subtitles refer to video with bilingual modes which simultaneously appear on the screen. The two languages intended here are English language and Bahasa Indonesia. These are in line with Fang et al., (2019) and Matthew (2020) who argued that in an educational setting, the goal of subtitles is to reduce cognitive load and make information presented to students more understandable and, in doing so facilitating learning. Even more using subtitles, it can limit the viewer's self-understanding and students will not rethink the meaning of the translation.

2.7. Teaching Listening through Video-Based Task with Subtitles

It is important to follow these three steps while teaching listening. English teachers frequently go through three stages of the listening process in the class (Setiyadi et al., 2018, p. 35-37):

1. Pre-listening

The teacher should elicit the students' idea regarding the topic they will hear.

The purpose of the activity should discover what is already known about the issue, establish relevant background knowledge, and establish a goal.

2. While-listening

In this activity, the student should be encouraged to understand the implications of rate in the listening process. Students should be encouraged to use rate difference to process the letter effectively; have a mental comment on the text; remember or write down the keywords.

3. Post-listening

The students must respond what they have heard to clarify the meaning and deepen their thinking. Teachers need to plan post-listening activities for a number of reasons, such as re-examining how far students have followed the message in the text, developing their other language skills (writing, speaking), and checking whether students have trouble understanding the text. This is important because students have not mastered much on the elements of the language (structure, vocabulary).

The teacher may present a model of the task by either doing it themselves or by presenting picture, audio, or video demonstrating the task. By these considerations, the researcher provides video and adds subtitles in order to help student understand the task. In this case, video with subtitles is only used for introduction of the task so it will exist in pre-task. The followings are the steps of the teaching in accordance with the procedure:

1. Pre-activities

- ✓ The teacher talks the topic that the students had learned at the last meeting.
- ✓ The teacher delivers the learning objective.
- ✓ The teacher talks about the topic of the material.

- ✓ The teacher asks about what the students know regarding the topic.
2. While-activities
- ✓ The teacher plays a video to introduce the task with subtitles.
 - ✓ The teacher gives opportunity to the students to ask the questions
 - ✓ The students are divided in groups to do the task.
 - ✓ The teacher shows time limitation during completing the task.
 - ✓ The teacher asks the groups to discuss till finish.
 - ✓ The students perform their own result in turns.
 - ✓ The teacher asks the students in turns about the task/presentation of their friends.
 - ✓ The teacher gives the opinion about their performances.
 - ✓ The students are showed the language forms (language focus) used within the topic.
 - ✓ The teacher asks the students to practice using the expressions, so that they will be familiar with them when they are used in a listening material next time.
3. Post-activities
- ✓ The teacher provides confirmation and reinforcement of the conclusions from learning outcomes.
 - ✓ The teacher suggests the students to have more listening practice at home.
 - ✓ The teacher tells the students the topic of the next meeting.

2.8. Advantages and Disadvantages of Video-Based Task with Subtitles

Task-based language teaching has numerous advantages for foreign language learning. According to Ellis (2009), these advantages include:

1. TBLT allows for natural learning to take place in a classroom setting.
2. It prioritizes meaning over form, although it can also emphasize learning form.
3. It provides learners with a rich source of target language input.
4. It has a strong intrinsic motivation.
5. It adheres to a learner-centered educational philosophy but also gives permission for teacher input and guidance.
6. It aids in the development of communication fluency while it does not disregard the accuracy.
7. It can be implemented together with a more traditional strategy.

TBLT has challenges in addition to its benefits. According to Hatip as cited in Hismanoglu & Hismanoglu (2011), TBLT faces the following difficulties:

1. TBLT has difficulties in conducting the instruction rather than the potential powerfulness of instructional content type.
2. It necessitates a high degree of teacher innovation and dynamism. If teachers are limited to more traditional roles or do not have the time or resources to deliver task-based instruction, this method perhaps impracticable.
3. It requires resources beyond the textbooks and related materials commonly found in foreign language classrooms.
4. Students may initially reject or oppose to task-based language learning because this is not what most students expect from a language class.

Besides using the TBLT, video with subtitle also presents benefits and drawbacks.

Most EFL students prefer to watch videos with subtitles to aid comprehension and

learn new vocabularies since visual components are more effective than aural components. Watching English videos with subtitles can be a rapid, enriching, and enjoyable way to improve EFL listening comprehension, and it is thus classified as an aural, visual, and textual input in the English language classroom.

Although mentioned advantages above, some of drawbacks of subtitling are propounded by Koolstra et al. (2002) and Alabsi (2020). They argued that when viewers are unfamiliar with the spoken foreign language, their comprehension of the verbal information is entirely dependent on reading the subtitles in their own language. Besides, subtitles in videos can be a source of annoyance as learners must simultaneously read and listen. Another potential disadvantage of subtitles is that they may divert the viewer's attention away from the screen.

2.9. Theoretical Assumption

Students gain benefits from task-based language teaching because it is more student-centered, allows for more meaningful communication, and frequently includes the development of practical linguistic skills. Furthermore, using video in the classroom benefits students by increasing their keenness, which is exactly what this technology era demands. Students become bored when they are forced to learn exclusively from books. When it comes to use video, there are several advantages such as students' enthusiasm and listening achievement can both be boosted.

Based on the foregoing assumptions, the researcher believes that a video-based task with subtitles can be implemented along with its procedures and it is a good

alternative for treating students' listening. It enables students to enhance their listening comprehension. As a result, it is reasonable to expect an increase on students' listening achievement.

2.10. Hypothesis

In order to answer the research questions, the following hypotheses are offered. The researcher proposes the following hypothesis based on the theories and prior researches:

1. There is a significant difference in the students' 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. The students have positive perceptions toward the implementation of video-based task with subtitles.
3. There is positive correlation between the students' perception and the students' listening achievement by using video based-task with subtitles.

This chapter has elaborated some theories from various books and reputable journal articles.

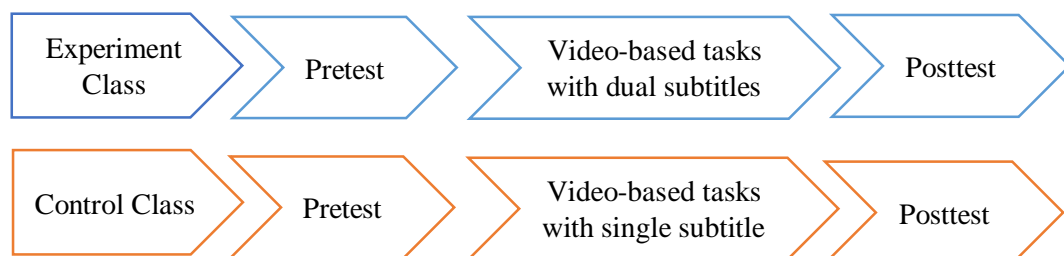
III. RESEARCH METHOD

This chapter describes the research design, as well as how to collect data from samples and analyze them. The research procedure, the validity and reliability of the instruments, the treatment, data analysis, and hypothesis testing are all covered in this chapter.

3.1. Research Design

This present study was a true-experimental design and it conducted quantitative method. Its goal is to intently find the significant difference in students' listening achievement or not, to know the students' perceptions toward the implementation of video-based tasks with subtitles and to know the correlation of the students' perception with students' listening achievement. The researcher committed the Independent Sample Test through SPSS (Statistical Program for Social Science) version 21 and gave the questionnaire sheet to students. The research design is clearly described as follows:

Figure 3.1. Pre Test Post Test Class Design



The figure 3.1. illustrated that the pre-test was given before the treatment to obtain information about the students' listening achievement prior to the treatment. The researcher then administered the treatment which entails teaching listening via a video-based tasks with single subtitle (in the control group) and dual subtitles (in the experiment group). Afterward, a post-test was given to see the difference of students' listening achievement as a result of the treatment.

3.2. Population and Sample

This study was carried out at SMKN 1 Banjar Agung academic year 2022/2023. The first grade in this school is actually divided into four majors having four classes. Since this study was a true-experimental design, the researcher selected two classes as purposive sampling. The X APHP class (Agricultural Products) which has a total of 20 students was chosen as the experiment class while X DPIB class (Architecture) which has 20 students was selected as the control class. The samples were taken after the researcher conducted preliminary research and discovered that students have the same characteristics.

3.3. Data Collecting Technique

The researcher employed two instruments namely listening test and questionnaire.

The steps of the data collection technique are as follows:

1. Pre-test

The pre-test was given to X APHP and X DPIB at the first meeting before the researcher engages the students in the treatment. It was done to determine their listening ability before they were treated with a video-based tasks with subtitles.

The pre-test was made up of twenty questions. The test was objective test with multiple choices.

2. Post-test

The X APHP and X DPIB class were given a post-test. The posttest had the same questions as the pretest. It was conducted to see whether there is a significant difference in the students' listening achievement of the students who are taught through video-based tasks with dual subtitles and those who are taught through video-based tasks with single subtitle.

3. Questionnaire

The perception questionnaire was used to measure students' perceptions on the application of video-based tasks with subtitles. This questionnaire was adapted from Khothori & Suzanne (2020), Andriani & Angelina (2020) and Sholeh et al (2021) study concerning the perception of task-based language teaching and the use of subtitled video. To ensure that student understand all the items of questionnaire, it provided both English and Bahasa Indonesia. The questionnaire included some Likert-type items. Students were asked to answer each question inside the range of 5-point scale ranging from 'strongly disagree' to 'strongly agree'.

3.4. Research Procedures

In this research, the researcher applied the following steps as the procedure:

1. Determining the subject of the research

The subject of this research was two groups purposively selected from the tenth grade of State Vocational School 1 Banjar Agung. The first was the experiment

class consisting 20 students and the second one was the control class consisting 20 students too.

2. Constructing video-based tasks with subtitles for teaching

Based on the concepts of TBLT (task-based language teaching), the researcher constructed a video-based tasks with single and dual subtitles. The researcher constructed it to incorporate the activities into the classroom.

3. Administrating the pretest

The pre-test was shared to both classes (X APHP and X DPIB) at the first meeting before the treatment began in order to determine the students' listening achievements. The pre-test consisted of a twenty-question objective test. They followed the vocational school's 2013 curriculum which was regarded appropriateness for their level in terms of descriptive text.

4. Conducting the treatment

The treatment was committed in three meetings which took 90 minutes in every one meeting. Each meeting had its own task or topic. The topic of the first meeting was "describing the prominent figures", of the second was "describing the differences of social media", of the third was "describing the Seven Wonders of the World". At the while-activities, the teacher introduced the task related to the topic by playing video with subtitles till they performed the task in turn. The treatment is an accordance with the teaching principles and procedures formulated from Willis (1996) and Brown and Lee's (2015) theory.

5. Administrating the posttest

After implementing the treatment, a post-test was administered. The post-test questions were same with the pre-test questions. Afterwards, the post-test result

of both classes were processed via SPSS (Independent Sample Test) to determine in what extent the significance on the students' listening achievements.

6. Administering the questionnaire

After the treatment had been done, a close-end questionnaire was distributed. The purpose of the questionnaire was to seek what students' perceptions on the implementation of video-based tasks with subtitles running throughout treatment. It was calculated too for seeing the correlation of students' perception and students' listening achievement.

3.5. Instrument

It needed to appropriately use the instrument in conducting this research. There were two kinds of instruments employed, namely:

3.5.1. Listening test

There were two listening tests. Students took a pre-test before receiving treatment and a post-test after receiving treatment from the researcher. The questions in both the pre- and post-tests were equal. The researcher adapted some descriptive texts for listening test. The viewed aspects are identifying the main idea, identifying specific information and recognizing inference (Nunan, 2015, p. 44). The specification and distribution of item number can be seen below:

Table 3.1. The Item Number of Listening Test and Specification

No	Specifications	Item Number	Total
1	Identifying main idea	3, 9, 16, 17, 18, 19, 20	7

2	Identifying specific information	1, 7, 8, 10, 11, 12, 13, 14, 15	9
3	Recognizing inference	2, 4, 5, 6,	4
Total			20

3.5.2. Questionnaire

To answer the second and third research questions, the researcher distributed questionnaire in order to know the perceptions of students toward the implementation of video-based tasks with subtitles after the treatment has been done. The data were next used to determine the correlation between students' perception and students' listening achievement. The questionnaire was elaborated from the study about the perception of task-based language teaching (Sholeh et al., 2021) and the use of subtitled video (Khothori & Suzanne, 2020) and (Andriani & Angelina, 2020).

The researcher made table of the questionnaire item number in order to ease the grid of questionnaire statement. The questionnaire item number can be seen below:

Table 3.2. The Questionnaire Item Number of Students' Perception toward the Implementation of Video-Based Tasks with Subtitles

No	Categories	Item Number	Total
1	Perception on the video usage	1, 2, 3, 4	4
2	Perception on the subtitle usage	5, 6, 7, 8	4
3	Perception on TBLT implementation	9, 10, 11, 12, 13, 14, 15	7
Total			15

3.6. Validity

Validity can be divided into two types: content validity and construct validity. For achievement tests, content validity is very important. A test result cannot accurately reflect a student's achievement if it does not take into account what the student is taught and is supposed to have learned (Gay et al., 2011, p. 161). While, the degree to which a test measures an intended hypothetical construct is referred to as construct validity (Gay et al., 2011, p. 163). Consequently, this research examined both types of validity to make sure the test was valid.

3.6.1. Validity of Listening Test

The content validity of a test refers to how representative and comprehensive it is (Hatch & Lazaraton, 1991, p.540). In this point, the purpose of the instrument was to provide the data on the students' listening achievement and the researcher gave tasks that were organized based on the materials already arranged. It was also in accordance with the curriculum or syllabus of English subject for vocational high school.

Besides, the test was then created based on the materials that the students had been taught. Because the type of the text taught was descriptive text, the test certainly would be about descriptive text. The researcher provided the listening test recommended by Nunan (2015, p. 44) in respect to the particular specifications. They are identifying main idea, identifying specific information and recognizing inference. Above all were done to merely attain content and construct validity.

3.6.2. Validity of Questionnaire

Since the purpose of the instrument was to produce data from the questionnaire, the researcher used the notion of a video-based task with subtitles to ensure validity. Content validity dealt with the equivalent among treatments that were given in the test. In order to enhance the content validity of the questionnaire, the questionnaire was adapted from Khothori & Suzanne (2020), Andriani & Angelina (2020) and Sholeh et al (2021).

Construct validity concerns with the theory applied in the items. The researcher examined it by referring to the theories of perception toward TBLT and video usage based on Khotori & Suzanne (2020), Andriani & Angelina (2020) and Sholeh et al (2021). It means that the test measured certain aspects based on the indicator. In addition, in analyzing questionnaire validity, the items were correlated to their constructs. The empirical result showed that the questionnaire's items had a high correlation with their construct and it was valid.

3.7. Reliability

The degree to which a test delivers consistent, accurate findings when conducted under similar conditions is commonly regarded as reliability. Whatever type of data collected, they should be reliable (Hatch & Lazaraton, 1991, p.530).

3.7.1. Reliability of Listening Test

The test employed as the instrument in this study is an objective test with a single correct answer and the researcher measured the reliability using test-retest. The test-

retest measurement was used by the researcher to determine the consistency. After administering the scores, the researcher analyzed the results using Cronbach's Alpha. The alpha coefficient ranges between 0 until 1. The test is considered reliable if alpha (α) is higher than r-table and if alpha accomplishes more than or same 0.6 and in range of $0.6 \leq (\alpha) < 0.7$ (acceptable), $0.7 \leq (\alpha) < 0.9$ (good), and $(\alpha) \geq 0.9$ (excellent). While it is considered low if $0.5 \leq (\alpha) < 0.6$ (poor), and unacceptable if the alpha is lower than 0.5 (Nunnally cited in Henson, 2001). The formula of alpha reliability is presented below:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum \sigma_t^2}{\sigma_t^2} \right)$$

Notes:

r_{11} = *Alpha reliability coefficient*

n = *Number of items*

$\sum \sigma_t^2$ = *Number of item variants*

σ_t^2 = *Total variants*

The reliability of listening test in this study was calculated using SPSS to ease the process of finding Cronbach's Alpha. The result is presented down below:

Table 3.3. Reliability of Listening Test in Experiment and Control Class

Class	Cronbach's Alpha	N of Items
Pre-Test Experiment	.653	20
Post-Test Experiment	.701	20

Pre-Test Control Class	.752	20
Post-Test of Control	.711	20

It can be seen from the above table that the Cronbach Alpha of listening test was above 0.6. It means that the test was good and acceptable.

3.7.2. Reliability of Questionnaire

Cronbach's Alpha was used in this study to measure internal consistency reliability of the items of questionnaire. For each question or questionnaire in the scale can be checked out by seeing the values. The level of reliability test can be seen clearly in table 3.4 below:

Table 3.4. Level of Interpretability of Reliability Test

Coefficient of reliability	Interpretation
$(\alpha) < 0.5$	Unacceptable
$0.5 \leq (\alpha) < 0.6$	Poor
$0.6 \leq (\alpha) < 0.7$	Acceptable
$0.7 \leq (\alpha) < 0.9$	Good
$(\alpha) \geq 0.9$	Excellent

The reliability of questionnaire in this research was calculated using SPSS to ease the process of finding Cronbach's Alpha. The result is described down below:

Table 3.5. Reliability of Questionnaire in Experiment and Control Class

Class	Cronbach's Alpha	N of Items
Experiment Class	.756	15
Control Class	.708	15

It is clearly seen from the above table that the Cronbach Alpha of questionnaire test was above 0.7. It can be concluded that the test has good criteria.

3.8. Data Analysis

To completely analyze the data, the researcher treated the data through the following steps:

1. Scoring the data of listening test and questionnaire responses.

The result of pre- and post-test listening test and questionnaire responses were scored.

2. Analyzing the questionnaire responses of video-based tasks with subtitles.

To make statistical analysis easier, the items on the questionnaire were scored. The numerical scores were provided for the elements of Likert-specific questionnaires (e.g., strongly disagree =1, disagree =2, neutral=3, agree=4, and strongly agree=5).

Table 3.6. Sample of Linkert Scale Formula

Item	Score	Meaning	Total
	1	Strongly Disagree	15
	2	Disagree	30

15 X	3	Neutral	45
	4	Agree	60
	5	Strongly Agree	75

The mechanism to determine whether the perception is positive or negative is by cutting off 50% point between the highest (75) and the lowest score (15). So the total mean score of respondent will be positive when it is higher than 45 (>45). It will be negative if the total mean score is equal or below 45 (≤ 45).

3. Interpreting, describing and drawing conclusion

The scores of the pretest and posttest was statistically analyzed. It was computed through the Statistical Package for Social Science (SPSS). The result of the experiment class and control class were processed by using Independent Sample Test to answer RQ (Research Question) 1. For RQ 2, the result of the questionnaire was measured via One Sample Test to know the total of mean score. For RQ 3, the researcher used Pearson Product Moment Correlation. All were then interpreted, described and drawn into conclusion.

3.9. Hypothesis Testing

Hypothesis testing is a way for determining whether or not a hypothesis proposed in a study is accepted. The followings are the hypothesis:

1. There is a significant difference in the students' listening achievement of the students who are taught through video-based tasks with dual subtitles and those who are taught through video-based tasks with single subtitle.

Independent Sample T-test is used to test the hypothesis with a significance level of $p < 0.05$. As a result, the hypothesis will be accepted if there is a

significant difference in students' listening achievement after being taught through video-based tasks with dual subtitles and taught through video-based tasks with single subtitle (H1), and rejected if there is no significant difference in their achievement after being taught both activities (H0).

2. Students have positive perceptions toward the implementation of video-based tasks with subtitles.

The researcher calculates the result of the questionnaire through One Sample Test to test the hypothesis. If the students' responses have positive perceptions toward the implementation of video-based tasks with subtitles, the hypothesis will be accepted (H1). If any of the responses have no positive perceptions in the implementation of video-based tasks with subtitles, the hypothesis will be rejected (H0).

3. There is a positive correlation of the students' perception and the students' listening achievement.

The researcher analyzes the score of listening (post test) and the score of questionnaire responses through Pearson Product Moment Correlation in order to know the correlation between students' perception and students' listening achievement. If there is a positive correlation of the students' perception and the students' listening achievement, the hypothesis will be accepted (H1). And it will be rejected if vice versa (H0).

This chapter has elaborated the research methodologies used to collect and analyze the data for this research.

V. CONCLUSIONS AND SUGGESTIONS

This chapter is the last part which presents the conclusion of the research findings and suggestions for teachers and further researchers.

5.1. Conclusions

Dealing with the findings and discussion of the current study, the conclusions are jotted down as follows:

1. Video based-tasks with subtitles is a convenient option to enhance students' listening achievement. The students relish learning through video and TBLT has three stages (pre-task, while task and post task) which encourages students to use the target language as well. The integration of the two brings positive impact in enhancing students' listening achievement. It statistically proved that there is a significant difference in the students' listening achievement of the students who are taught through video-based tasks with dual subtitles and those who are taught through video-based tasks with single subtitle.
2. Based on the questionnaire answers, it revealed that the students perception on the implementation of video-based tasks with subtitles (in the experiment and control class) have positive category. It happens thanks to the benefit of subtitled video and advantages of TBLT.
3. The correlation of students' perception toward the implementation of video based tasks with subtitles and students' listening achievement is significant. It means having good perception on the use of video-based tasks with subtitles can improve better the listening achievement.

5.2. Suggestions

The following suggestions are intended for teachers and further researchers concerning with the teaching and learning English language.

1. For teachers, it is suggested to use video-based tasks with subtitles. It is good choice to enhance students' listening achievement since the video becomes a visual aid to initiate students' enthusiasm and TBLT is one of teaching ways that can engage them in target language use. However, subtitles are also viewed as intrusive and can be a source of indolence. It is suggested to adjust the subtitles and design the video as well as the tasks with the student's need.
2. For further researchers, it is suggested to make an open-ended questionnaire in order to know comprehensively the students' perception toward the implementation of video-based tasks. Also, this study was conducted only in a certain condition of one vocational high school namely SMKN 1 Banjar Agung, so the results of the current study cannot be generalized.

Those are the conclusions in agreement with the formulation of the problem in this research. There are also the suggestions for English teachers and further researchers related to use of video-based tasks with subtitle.

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