

**TEACHING USING INTRALINGUAL SUBTITLES IN SHORT  
VIDEOS AS A MEDIA TO IMPROVE STUDENTS'  
LISTENING COMPREHENSION AT  
SMKN 2 BANDAR LAMPUNG**

**Undergraduate Thesis**

By

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**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION**

**2025**

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(Undergraduate Thesis)**

By

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**Submitted in a Partial Fulfillment of**

**The Requirements for S-1 Degree**

**In**

**Department of Language and Arts Education**

**Faculty Of Teacher Training And Education**



**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
2025**

## **ABSTRACT**

### **TEACHING USING INTRALINGUAL SUBTITLES IN SHORT VIDEOS AS A MEDIA TO IMPROVE STUDENTS' LISTENING COMPREHENSION AT SMKN 2 BANDAR LAMPUNG**

**By**

**INDRA SANA FASSA**

This study was carried out to determine whether Intralingual subtitle in videos can improve students' listening comprehension. This is a quantitative study that employs one-group pretest-posttest design. The sample of this study are 24 students from SMKN 2 Bandar Lampung in grade X. The instruments of the research are listening test that have been adjusted to English syllabus Kurikulum Merdeka. The data was analyzed using SPSS 26.0 for Window to conduct the paired sample t-test. Based on the results, since the sig (2-tailed) or p-value (.000) is less than 0.05, it can be concluded that intralingual subtitle can increase significant level of students' listening comprehension and is a useful media for improving students' listening comprehension.

***Keywords: Intralingual Subtitle, Subtitle, Videos***



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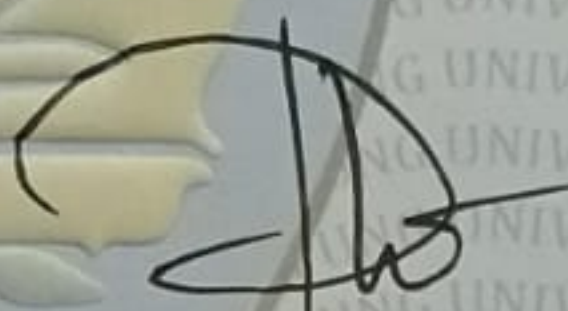
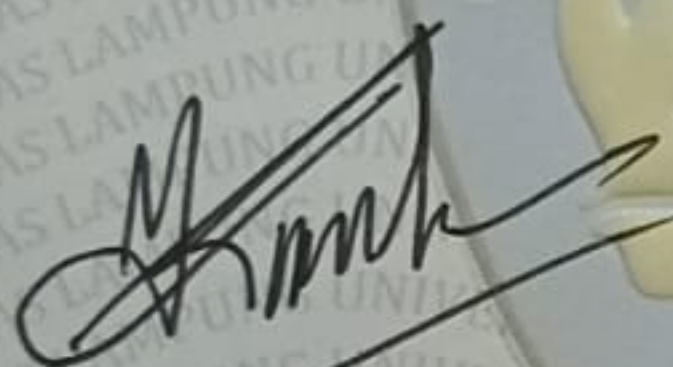
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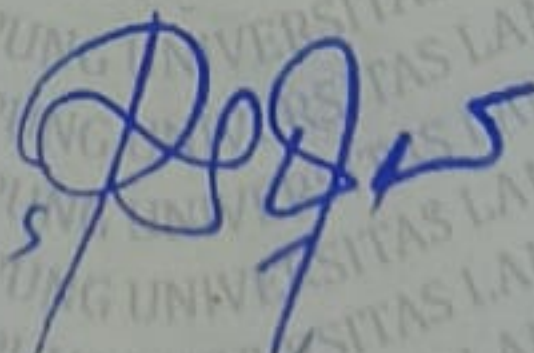
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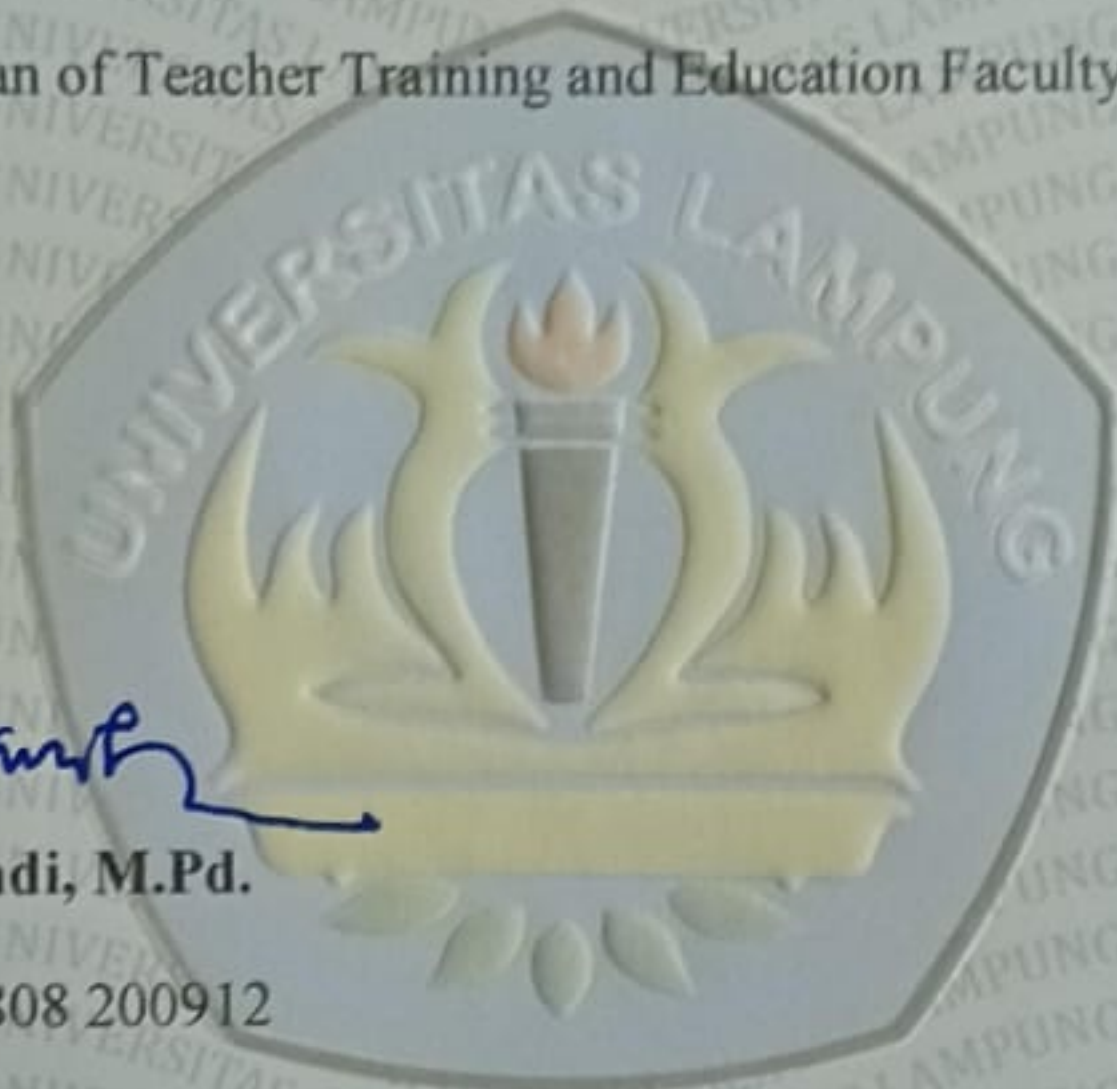
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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## **CURRICULUM VITAE**

Indra Sana Fassa was born in Bandung on June 9th 2000. He is the second child from Asep Tedi and Entin Suhartini. He also has 2 siblings, 1 older sister and 1 younger brother.

He began his elementary education at SDN 4 Tenjolaya and later continued at SDN Awisurat. He also attended Madrasah Ibtidaiyah, where he developed a solid foundation in Islamic education. His primary education was completed at SDN 2 Campang Raya, marking the successful conclusion of his elementary school. After graduated from elementary school, he continued his study at SMPN 8 Bandar Lampung and finished in 2016. Then, he continued his study at SMKN 2 Bandar Lampung and graduated in 2019. He was registered as a student of English Education Study Program at University of Lampung in 2019.

During his study at University of Lampung, he actively participated in SEEDS (Society of English Education Department Students). To complete his study, he did his research at SMKN 2 Bandar Lampung. The research related to teaching listening using Intralingual subtitled in short videos at SMKN 2 Bandar Lampung.

## **DEDICATION**

The writer proudly dedicates this script to:

His beloved parents – Asep Tedi and Entin Suhartini

His beloved siblings Indri Sanafila and Hendri Surya Nugraha

His beloved partner Nazirah Amalia Thamrin Datumusu

His Almamater - University of Lampung

His friends in English Education Study Program



**MOTTO**

*“Just Keep Breathin.”*

Jack Kahuna Laguna

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## **CHAPTER I**

### **INTRODUCTION**

This study was conducted to investigate the potential benefits of using intralingual subtitles in videos as a tool to enhance students' listening comprehension. Listening comprehension is a crucial skill in language learning, yet it often presents significant challenges for learners. By incorporating subtitles in the same language as the audio, this research aims to explore whether this approach can effectively support students in improving their ability to understand spoken language.

#### **1.1. Background**

English is a very important language to master. That is because English is an international language. In Indonesia, English is taught from elementary schools to enable students to use English to communicate. There are four basic skills in learning English. The four skills are Listening, Speaking, Reading, and Writing. Listening is the first language skill acquired by someone and will be used the most in his life. Listening is the ability to identify what other people are saying. This involves an understanding of grammar, vocabulary, accent, and also pronunciation.

Listening is an important skill because it also affects our speaking level. By listening, you can give a good response to your interlocutor. Not only that, good listening skills will help you to get a good score in TOEFL and IELTS classes. According to Oxford (1993: 206) "listening is a complex problem-solving skill and it is more than just perception of the sounds. "With good listening skills, the understanding ability of students will be better". With qualified listening skills, students can more easily do school assignments or daily tasks in the future. With listening skills, students can more easily improve their pronunciation and speaking

skills. This is because to be able to pronounce the word correctly, we have to hear how it is pronounced.

With the many benefits of listening, it is inversely proportional to the current listening ability of students. Field, Graham & Macaro (2008) stated that “Listening is one of the most difficult skills for foreign language learners due to the complexity of its process and different types of knowledge required for successful listening” The number of complex words, as well as the many accents of English make it difficult for students to improve their listening skills. Different accents also make the pronunciation of a word different. Because of this, many people still sing a song or say a word they hear but they don't know the meaning. This may be due to the difficulty of the vocabulary used, or the different accents used.

In relation to the elaborations above, the author is interested in using Intralingual subtitles in videos for use in learning activities. The subtitle is the best-known type of audiovisual translation (AVT). Subtitles are textual versions of the dialog in films and television programs, usually displayed at the bottom of the screen. They can either be a form of written translation of a dialog in a foreign language, or a written rendering of the dialog in the same language

There have been studies that have been done before. Research conducted by Markham (1989) investigated the effect of TV subtitles on the listening comprehension of beginner, intermediate and advanced English learners. He used two subtitled videos on topics unknown to students. He divided the students into three groups, and each group watched movies with and without subtitles. He measured participants' understanding through multiple-choice questions based on the language of the video. The results revealed that the three groups that used L1 subtitles performed significantly better. Markham speculates that ESL (English as a Second Language) students might be able to improve their listening and reading comprehension simultaneously. However, a limitation of this study is that the teaching materials need to be more diverse to suit EFL learners of different levels. In addition, the films used must be carefully selected in terms of learning efficiency and the length and content of the films.

A similar result was found in the study by Markham, Peter, and McCarthy (2001). These researchers investigated the effects of using Spanish subtitles,



English subtitles, and no subtitles on 169 intermediate university students who were Spanish as a Foreign Language student and their first language was English. The participants were divided into three groups and each group was assigned to watch the DVD episode with the assigned subtitles of either Spanish, English, or no subtitles. Researchers asked the participants to watch the Spanish-language DVD episode about Apollo 13. Data was gathered by using English-language-dependent measures consisting of a written summary generated by the students and a 10-item multiple-choice test. Results of the written summary and the multiple-choice test showed that the absence of subtitles significantly hindered the Spanish as a Foreign Language students' ability to comprehend the DVD passage material. Students who watched the DVD with Spanish subtitles performed better than students in the no subtitles group. However, students in the English subtitles group outperformed students in the Spanish subtitles group and the no subtitles group.

In a research conducted by (Abdellah, 2008) to see the effect of Intralingual Subtitling on the listening comprehension of Students whose major is English in Egyptian universities, and the results Using intralingual (same language) subtitles is very helpful in developing the general listening comprehension skills of EFL majors in the faculty of Education. Subtitling proved effective in developing the skill of identifying the main idea in two different movies. It proved even more effective in developing the skill of identifying specific details in all the three selected listening text regardless of the difficulty of the text and regardless of identifying the main idea in the classic poetic text.

The research above was carried out by testing university students, therefore the writer is interested in conducting research on junior high school students to see the improvement of student's listening comprehension using intralingual subtitles in videos.

## **1.2. Research Questions**

In line with the background explained, the researcher formulates a research question as the main problem: Is there any significant improvement in students' listening comprehension after being taught using Intralingual Subtitles in Short Videos?

### **1.3. Research Objectives**

In line with the formulation of the problem, the objective of the study is: To find out the improvement of student's listening comprehension after using intralingual subtitles in videos.

### **1.4. Uses of the Research**

The uses of this research are:

1. Theoretically, the result of this research is useful for supporting the theory regarding the improvement of student's listening comprehension after using intralingual subtitles in videos.
2. Practically, this research might be useful for English teachers as a reference to find alternative media when teaching listening for junior high school students.

### **1.5. Scope of the Research**

This research focused on the implementation of Intralingual subtitles in videos to see the improvement of student's listening comprehension after using intralingual subtitles. The researcher use pre-test, sets of treatments and post-test to find the improvement of student's listening comprehension after using intralingual subtitles in videos.

### **1.6. Definition of Terms**

To specify the topic of the research, researcher was providing some definition of the terms related to the research. These are the related definitions of some terms:

#### **1. Listening**

According to Michael Rost (2011), listening is a communication process that involves four types of orientation: receptive (receiving what the speaker says), constructive (constructing and representing meaning), collaborative (negotiating meaning with the speaker and responding), and transformative (creating meaning through involvement, imagination, and empathy)

## 2. Listening Comprehension

Kim, Y.-S. G., & Pilcher, H. (2016) stated that listening comprehension is the skill of understanding spoken language at the discourse level, including conversations, narratives, and informational texts, by extracting and constructing meaning. This chapter discusses the importance of listening comprehension in literacy development, various text comprehension theories, and relevant empirical research.

## 3. Subtitle

Based on Gambier in Hastuti (2011), subtitles can be defined as textual representations of spoken dialogue or audio in audiovisual materials, such as films or videos, which are displayed on the screen. Subtitles serve as a bridge to enhance comprehension by providing viewers with an accessible version of the spoken language, either in the same language (intralingual) or a different language (interlingual). This function makes subtitles an essential tool in supporting language acquisition and improving understanding in various contexts.

## 4. Intralingual Subtitle

Intralingual subtitles, as defined by Neves (2008), are subtitles provided in the same language as the audio content. They are typically used to improve accessibility, such as for the deaf and hard-of-hearing audience, or for language learning purposes. These subtitles often include additional information, such as indications of sound effects or speaker identification, to convey non-verbal elements of the audio content effectively.

In conclusion, this chapter has provided an overview of the study's foundation, starting with the background, which underscores the significance of listening comprehension in language learning and the challenges associated with its development. The research question and objectives have been formulated to examine the potential improvement in students' listening comprehension through the use of intralingual subtitles. Furthermore, the theoretical and practical

contributions of the study have been outlined, alongside the scope and definitions of essential terms. By focusing on the integration of intralingual subtitles in learning activities, this study aspires to offer both theoretical insights and practical implications for enhancing listening comprehension in language education. The following chapter will present a comprehensive review of related literature to establish a stronger basis for the research



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter explores the importance of listening comprehension as a key communication skill, outlining various types of listening tasks and strategies. It discusses the cognitive processes involved in listening, as well as the stages of teaching listening, including pre-listening, while-listening, and post-listening activities. The chapter emphasizes principles for effective listening instruction, such as careful planning and active student participation. Additionally, it examines the role of intralingual subtitles in enhancing listening comprehension, reviewing previous research on their effectiveness.

#### **2.1 The Nature of Listening**

Listening is a form of communication that is usually done by people every day. Research had showed that adults spend 45%-55% of their daily life communication by listening which is more than any other form of communication such as speaking. This research provides evidence that listening plays an important role in our lives. In general, listening is the process where the listener listens to the speaker to get information, and understands that information. This may seem easy, but it is not in reality. In listening, we must be able to think quickly and also have prior knowledge to understand what the speaker is saying.

Listening is defined as a communication process that includes four types of orientation. The four types of orientation are receptive, constructive, collaborative, and transformative orientation. The term “receptive orientation” means receiving what the speaker says while the term “constructive orientation” means constructing and representing meaning. Meanwhile, the term “collaborative” means negotiating meaning with the speaker and responding while the term “transformative”

orientation means creating meaning through involvement, imagination, and empathy. Michael Rost (2011).

EFL and ESL learners, teachers, and practitioners all around the world have known that among the four language skills, listening and reading are categorized as receptive skills, while speaking and writing are productive skills. Even though listening and reading both are receptive skills, they are different especially in the medium that is used. The medium used in listening is spoken utterances, meanwhile in reading is written text. Unlike listening which there is no chance to adjust the speed of the spoken utterances and also the listener simply cannot ask the speaker or the audio to repeat what has been said, written text in reading can be read at readers' reading speed.

## **2.2 Elements of Listening**

According to Shockingawful (2017: 1) in iRubric, said that there are four elements of listening, namely:

### **1. Ability to Focus**

Ability to focus means the capability of students or listeners in listening the material from the audio. Ability to focus define into two, focus on ears for listen the audio and focus on eyes for read and match the text with the audio. Such as eyes may not be adapting well to the numerous distractions in a typical classroom and some noisy sound from the outside of classroom.

### **2. General Understanding**

General understanding means that the students or listeners can understand about main idea of the content from the text. The listeners usually quick to understand the idea of the text. The listener can imagine to catch the general meaning of something they hear.

### 3. Listening for Details

Listening for details sometimes known as listening for the specific information. It involves understanding the task and focusing to catch certain information.

### 4. Accuracy of Answer

Accuracy of answer means the capability of students or listeners to answer the task with the correct answer. It involves understanding the text and vocabulary to get the correct answer.

## 2.3 The Importance of Listening Comprehension

According to Chastain in Gilakjani and Sabouri (2016: 123), stated that the goal of listening comprehension is to comprehend the language at normal speed in an automatic condition. Listening comprehension needs an intensive concentration and requires a fast understanding of what is said. To intensify listening comprehension, many factors have to be taken into consideration from listeners' part. Context, facial expressions and body gestures, for example, are some elements that the learner can benefit from in order to ease the interpretation of what is intended to be conveyed by the speaker.

Rost in Ziane (2012:11), declare that listening comprehension is very important in foreign language instruction because of many reasons. One reason is that listening is a process by which we get input, and without understanding it learning cannot occur.

Referring to (Nunan in Ziane (2012:11), listening comprehension is not an easy skill, but it is very complicated and very necessary process. It gets its importance from the important role it plays in constructing either first or second language acquisition.

## 2.4 Teaching Listening Comprehension

Comprehension is often considered to be the first-order goal of listening, the highest priority of the listener and sometimes the sole purpose of listening.

Although the term listening comprehension is widely used to refer to all aspects of listening.

According to Rost in Ratnawati (2013:19), comprehension is the process of relating language to concepts in one's memory and to reference in the real world. Comprehension is the sense of understanding what the language used refers to in one's experiences or in the outside world. Complete comprehension then refers to the listener having clear concepts in memory for every referent used by the speaker.

The process of comprehending occurs in the treatments" process as the listener is attending to speech. A concrete starting points of discussing how comprehension takes places is the notion of "given" and "new" information. The term "new" refers to the status that the information is undefined by the listener. "Given" refers to the status that the information is already known by the listeners. Most fundamental aspect of comprehension is the integration of the information conveyed by the text with information and concepts already known by the listeners. In teaching listening there are main stages that we should construct. It is the same as we teach listening comprehension. According to Helgesen and Brown, in Ratnawati (2013: 21) They are:

#### 1. Pre-listening

Pre-listening is the warming up activity before the students have the real listening tasks. Pre-listening is how we can help learners achieve the balance between the top-down and bottom-up processing. In many warming up activities, learners do task to activate their schemata. When learners use top-down and bottom-up processing, this is called interactive processing. Pre-listening activity is almost the same as brainstorming in reading or writing.

In real life it is unusual for people to listen to something without having some idea of what they are going to hear. Rees in his article at [teachingenglish.org.uk](http://teachingenglish.org.uk) explain that pre-listening task aim to deal with (1) Setting the context is giving an idea about who is speaking, where and why. (2) Activating current knowledge is asking questions related to the context. (3) Acquiring knowledge is providing knowledge input to the students. (4) Activating vocabulary or language is providing vocabulary that they may find

in the context. (5) Checking or understanding the listening tasks is give students plenty of time to understand the main listening comprehension.

## 2. Listening tasks

There are three types of listening activities for beginners' level. they are listening for specific information, listening and in refencing.

## 3. Post-listening

The range of post listening activities is at least as wide as listening tasks themselves. At times, post listening maybe as simple as checking the answer to comprehension questions, either by the teacher telling the learners what the correct answer are, by eliciting answer from the students themselves, or by having students compare their answers in pairs or small group.

According to Morley and Lawrence in Ahmadi (2016: 9), there are general principles for teaching listening comprehension. They are as follows:

1. Listening comprehension lessons should have definite goals and they should be clearly stated.
2. Listening comprehension lessons should be constructed with careful step by step planning. This suggests that listening activities move from the simple to the more complex ones; that the learners know what the activities are and are given directions as to "what to listen for, where to listen, when to listen, and how to listen."
3. Listening comprehension structure should demand active overt student participant. That is, the most overt student participant includes his written answer to listening comprehension material and immediate feedback on performance helps keep learners' interest and motivation.
4. Listening comprehension lessons should provide a communicative necessity for remembering to develop concentration. This necessity should come from the lesson. This is done by giving the learners the writing assignment before they listen to the material.



5. Listening comprehension lessons should emphasize conscious memory work. One of the objectives of listening is to strengthen the learners' immediate recall to increase their memory spans. It means that listening is receiving, receiving needs thinking, and thinking needs memory; there is no way to separate listening, thinking, remembering.
6. Listening comprehension lessons should "teach" not "test." It means that the goal of checking the learners' responses should be viewed only as feedback, as a way of allowing the learners understand how they did and how they are progressing. There should be no pass/fail attitude related with the correction of the exercises.

## 2.5 Micro and Macro Skills Of Listening

According to Brown (2004) List of microskills has proven useful in the domain of specifying Objectives for learning and may be even more useful in forcing test makers to carefully identify specific assessment objectives. The following are micro and macro skills of listening:

### Microskills:

1. Retain chunks of language of different lengths in short-term memory.
2. Recognize reduced forms of words.
3. Distinguish word boundaries, recognize a core of word and interpret word order patterns and their significance
4. Process speech at different rates of delivery.
5. Recognize grammatical word Classes (noun, verbs, adverbs, and adjective) Systems tense, agreement, pluralization, patterns, rules, and elliptical forms.

### Macroskills:

1. Infer situations, participant goals using real-world knowledge.
2. From events, ideas, and so described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
3. Distinguish between literal and implied meanings.

## 2.6 The Types of the Listening Comprehension Material

Listening comprehension is generally regarded as the most difficult skill by most learners. Therefore, it is necessary for teachers to find some effective ways for the learners outside the classroom to improve their listening comprehension.

According to Abbot in Ratnawati (2013: 12), the types of listening material that the students want to listen are as follows:

### 1. Dialogue

Dialogue is focused conversation, engaged in intentionally with the goal of increasing understanding, addressing problems, and questioning thoughts or actions. It engages the heart as well as the mind. It is different from ordinary, everyday conversation, in that dialogue has a focus and a purpose.

### 2. Monologue

A monologue is a moment in a play, film, or novel, where a character speaks without being interrupted by any other characters. These speeches can be addressed to someone, or spoken to the actor's self or to the audience. Another type of this speech, especially in novels, is the interior monologue, where a character has a long bout of thinking personal thoughts, which are not interrupted by speech or actions.

In conclusion, listening comprehension is a challenging skill for learners, requiring effective strategies for improvement. Abbot (in Ratnawati, 2013) highlights two key types of listening materials: dialogues, which focus on understanding and problem-solving in intentional conversations, and monologues, where one character speaks without interruption, offering personal reflections. Both are essential for enhancing listening skills.

In this research, the researcher took the monolog as the instrument of research and the monologues are adjusted according to English syllabus of "Kurikulum Merdeka".

## 2.7 Key Aspects of Analyzing Video Content

In analyzing video content, it is essential to focus on various aspects that contribute to a deeper understanding and interpretation. These aspects include identifying the topic, extracting specific details, making inferences, and understanding the implied meanings behind visuals or dialogue. Additionally, expanding vocabulary through the use of synonyms and referring to specific moments within the video can enrich comprehension. Together, these elements enhance both the analysis and appreciation of video materials in educational and practical settings.

### 1. Identifying the topic in the video

This involves recognizing the main subject or theme of the video. Often, this can be inferred from the introduction or key moments within the content. Key elements like titles, visual cues, or opening statements often offer clues to the video's focus. Patil (2020).

### 2. Identifying specific information in the video

This skill refers to locating detailed facts, examples, or other relevant data that reinforce the topic. Recognizing specific elements such as dates, names, and key phrases helps solidify the understanding of the video's content. Lee & Chen (2019)

### 3. Referring to specific information in the movie

This involves quoting or referring to specific moments in the video, such as dialogues, actions, or visuals, to support an argument or explanation. Berkowitz (2017).

### 4. Vocabulary by asking synonyms of specific words

A deeper understanding of vocabulary in a video often requires recognizing important terms and suggesting synonyms. This helps expand comprehension and enriches the ability to communicate insights drawn from the video. Smith (2021).

## 5. Understanding implied meaning and inference

Videos may contain meanings that are not explicitly stated. Inferring underlying messages based on context, tone, or visual cues is essential for understanding subtle or implied information. Patil (2020)

In conclusion, the ability to analyze video content involves multiple critical skills, including identifying the main topic, extracting specific details, making inferences, and understanding implied meanings. By referring to specific moments and expanding vocabulary through the use of synonyms, viewers can deepen their comprehension and interpret the material more effectively. These skills are crucial not only for educational purposes but also for real-world applications, enriching the viewer's engagement with videos in various contexts. Studies emphasize the importance of these analytical approaches, highlighting their role in improving both language proficiency and critical thinking abilities in multimedia analysis.

## 2.8 Subtitles

Spanakaki (2007) defines subtitles as "the textual versions of the dialogue in a film and in television programs, and are usually displayed at the bottom of the screen. They appear in two different forms: a) in a form of written translation of a dialogue in a foreign language, or b) in a form of a written rendering of the dialogue in the same language to help viewers with hearing disabilities to follow the dialogue"

The concept of subtitling is defined in Shuttleworth and Cowie's Dictionary of Translation Studies (1997:161) as "the process of providing synchronized captions for film and television dialogue." It would be misleading not to mention that 'captions' is also a term used to refer to subtitles. However, Karamitroglou (2000:5) points out that "subtitles are different from 'displays' or 'captions'". He states that: "'Captions' are pieces of 'textual information usually inserted by the program maker to identify names, places or dates relevant to the story line".

Gottlieb (1992:162) defines subtitling as a 1) written, 2) additive (e.g. new verbal material is added in the form of subtitles), 3) immediate, 4) synchronous, and

5) polymedial (e.g. at least two channels are employed) form of translation. Spanakaki (2007) distinguishes between different forms of subtitling: from a linguistic viewpoint, there is intralingual (within one language) and Intralingual (between two languages) translation; whereas technically speaking, subtitles can be either open (not optional, e.g. shown with the film) or closed (optional, e.g. shown via teletext). Baker (1998) states that: "Subtitling can be both 'intralingual' (or 'vertical'), when the target language is the same as the source language, and 'Intralingual' (or 'diagonal'), when the target language is different from the source language".

In conclusion, subtitles are textual representations of dialogue in films and TV programs, displayed at the bottom of the screen. They can be in two forms: written translations of foreign language dialogues or renderings of the same language dialogues for viewers with hearing disabilities. Subtitling, as defined by Shuttleworth and Cowie (1997), is the process of providing synchronized captions. Subtitles differ from captions, which offer additional information like names or places. Subtitles can be intralingual (within the same language) or interlingual (across different languages) and can be open or closed.

## **2.9 Same Language Subtitle (Intralingual Subtitle)**

Same language subtitle is without translation, are primarily intended as an aid for people who are deaf or hard-of-hearing. Subtitles in the same language as the dialog are sometimes edited for reading speed and readability. This is especially true if they cover a situation where many people are speaking at the same time, or where speech is unstructured or contains redundancy.

Same language subtitle, also known as intralingual subtitling, refer to the practice of providing captions or subtitles in the same language as the audio content being presented. This technique is primarily used to aid comprehension and accessibility for individuals who are deaf or hard of hearing, as well as for those learning the language or experiencing difficulties with auditory processing. Intralingual subtitles can include verbatim transcriptions of the dialogue, as well as additional contextual information such as sound effects or speaker identification, enhancing the overall viewing experience. Research has shown that same language

captions not only benefit viewers with hearing impairments but also contribute to improved language learning outcomes and overall comprehension for a broader audience (Gottlieb, 2005). Additionally, same language captions have been found to support literacy development, especially among children, by providing visual reinforcement of spoken language (Rieber, 1991).

According to Neves (2008) The language of intralingual subtitles is the same as that of dialogues, whereas the language of interlingual subtitles is different from that of the audio.

In conclusion Same Language Subtitles (or intralingual subtitles) provide captions in the same language as the audio, aiding accessibility for individuals who are deaf or hard of hearing, as well as those learning the language or facing auditory challenges. These subtitles often include verbatim dialogue transcriptions and additional contextual elements such as sound effects or speaker identification. They improve comprehension, support language learning, and contribute to literacy development, particularly among children. Intralingual subtitles help make content more accessible while also enhancing the overall viewing experience.

## **2.10 Teaching Listening Using Intralingual Subtitle**

The following are the procedure for Teaching Listening Using Intralingual Subtitles in English:

### **1. Preparation of Materials and Subtitles**

According to Kruger (2019) teaching begin by selecting appropriate audio or video materials suitable for the students' comprehension level and interests. Create intralingual subtitles in English that accurately represent the content of the chosen audio/video. Ensure the subtitles are clear, precise, and synchronized with the speaking pace of the audio/video.

### **2. Introduction of Concepts and Objectives**

Svendsen (2020), commence the lesson by introducing the concept and objectives of using intralingual subtitles to enhance English listening skills. Discuss the advantages of utilizing subtitles to aid comprehension of audio/video content, fostering active engagement and comprehension.



### 3. Playing the Audio/Video Material with Subtitles

Smith (2018), play the selected audio/video material with intralingual subtitles. Allow students sufficient time to simultaneously listen to the content and read the subtitles. Encourage them to note down any unfamiliar vocabulary or phrases encountered during the listening process.

### 4. Discussion and Analysis

According to Brown (2021), following the playback, initiate a discussion with the students regarding the content and intricacies of the material heard. Emphasize understanding the main message, identifying key vocabulary, and grasping sentence structures. Pose thought-provoking questions related to the audio/video content to stimulate critical thinking

### 5. Practice Listening Without Subtitles

Conduct a listening exercise without subtitles to assess students' comprehension independently. Encourage them to rely on their listening skills developed during the lesson. Provide ample time for processing information and encourage note-taking to reinforce learning (Johnson, 2019).

### 6. Assessment of Comprehension

Evaluate students' comprehension through questions or tasks that assess their understanding of the material without subtitles. Offer constructive feedback to guide students in areas needing improvement and acknowledge their progress (Davis, 2022).

### 7. Evaluation and Reflection

Conclude the lesson with an evaluation and reflection session. Encourage students to evaluate their experience using intralingual subtitles in learning English listening. Facilitate a discussion on the benefits gained and challenges encountered, fostering self-awareness and continuous improvement (Thompson, 2020).

### **2.11 Previous Related Studies**

To support this study, there are some researchers which are related with this study are listed below.

1. The article of Safranj, J. (2014) is about the advancing comprehension of listening by films. In high school, nine students are learning, and 29 of them are college students. Twenty-nine of them chose to watch movies in English. The students' attitude towards the disadvantages of improving listening skills. Many students want to watch the caption film and assume that captions positively influence their understanding. Students' attitude towards the proposal improves listening skills through film shows in learning; students need more time to learn and need more guidance. Although the context is inadequate for students to learn English, many students say foreign languages will compensate.
  
2. Research conducted by Markham (1989) investigated the effect of TV subtitles on the listening comprehension of beginner, intermediate and advanced English learners. He used two subtitled videos on topics unknown to students. He divided the students into three groups, and each group watched movies with and without subtitles. He measured participants' understanding through multiple-choice questions based on the language of the video. The results revealed that the three groups that used L1 subtitles performed significantly better. Markham speculates that ESL (English as a Second Language) students might be able to improve their listening and reading comprehension simultaneously. However, a limitation of this study is that the teaching materials need to be more diverse to suit EFL learners of different levels. In addition, the films used must be carefully selected in terms of learning efficiency and the length and content of the films.
  
3. Habib Gowhary, H. et al. (2014) studied The Effect of Video Captioning on the Listening Comprehension of Iranian EFL Learners. Since students in Iran learn English as a foreign language, the opportunity for these learners to be

exposed to the external target language is due to limited limitations. In their countries where English is not the English language, EFL students learn English, so they have very little chance of hearing the language, so they don't know the language when they are created for native speakers. To better prepare for practical cases and respond correctly to the language outside the classroom, teachers must provide their students with the opportunity to listen to natural language examples or in the school. The effect of feedback is understandable about language learning, which is similar to Krashen. Captions will improve students' target language awareness and enhance language learning in practical ways using new phrases and new phrases.

4. Janfaza, A. et al. is the author of the study "Impacts of Captioned Movies on Listening Comprehension" in 2014. Captions are described as a visual text distributed through a variety of media matching the target language signal. Markham, Peter, and McCarthy describe the captions as text on the hinh of the student's native language combined with the second language music in the video, while captions are text on the same screen. The unknown is that the teacher's ability to educate those learners to simplify the captions. The theoretical context in the theory of multimedia learning, the ability to restrict and help processing activities with captions in the language of the language under Mayer's channel. Captions can be described as redundant text that matches sound signals and appear in the same language as the target sound, that is, the principle and principle of the caption. Different types of captions in the late 1990s, Guillory discovered the impact of various forms of captions on understanding learners, and research shows that captions are fully beneficial. When final comments, captioned videos are available simply to produce, it becomes common to use captioned videos to learn foreign languages. You've suggested that videos are played once with captions and once without captions to prevent the abuse of captions.

From some research that has been read and analyzed by the author, the author concludes that in some of these studies was carried out by testing university students, therefore the writer is interested in conducting research on junior high

school students to see the effect of using subtitles for students' listening comprehension.

## **2.12 Theoretical Assumption**

Listening is the first language skill acquired by someone and will be used the most in his life. Listening is often something we take for granted. It is common that people often hear what is being said but hearing is a lot different to listening. To listen, we need to make a conscious effort not to just hear what people are saying but to take it in, digest it and understand. Not only does listening enhance the ability to understand better and make us a better communicator, it also makes the experience of speaking to us more enjoyable to other people.

When using subtitles we won't feel under so much pressure because even if we miss what's been said, we can still see it written in the subtitles. we'll also remember new expressions better since we have already seen them in their written form as well. Some of the previous study also showed the significant improvement after being taught by using subtitles/Captions.

From the discussion above, the researcher assume that there will be significant improvement after being taught by using Intralingual subtitles. The assumption strengthens by the previous study conducted by some researcher above.

## **2.13 Hypothesis**

The hypotheses of this research are proposed in the forms of null and research hypotheses below:

1. Ho: There is no significant improvement of students' listening comprehension after being taught using intralingual subtitles in Short Videos.
2. H1: There is significant improvement of students' listening comprehension after being taught using intralingual subtitles in Short Videos

In conclusion, this chapter has discussed key aspects of listening comprehension, subtitling, and their role in enhancing accessibility and learning. Listening comprehension, often considered the most challenging skill by learners, can be improved by using specific types of listening materials such as dialogues

and monologues. Additionally, subtitling plays a significant role in providing support for viewers, particularly those who are deaf or hard of hearing, and contributes to improved language learning and literacy development. Same language subtitles, or intralingual subtitles, are especially beneficial for individuals who need visual reinforcement of the spoken language, aiding both comprehension and language acquisition. As highlighted, the effective use of subtitles can enhance the viewing experience, ensuring accessibility and inclusivity for diverse audiences. These strategies are crucial for making media content more engaging and educational, demonstrating the powerful role of subtitles in fostering understanding and communication across various learning contexts.

## **CHAPTER III**

### **METHODOLOGY**

This chapter outlines the steps and procedures undertaken to conduct this study. It includes research design, population and sample, research instrument, data collecting techniques, validity and reliability, research procedure, data analysis technique, and hypothesis testing.

#### **3.1 Research Design**

The research conducted by the researcher uses quantitative methods. In this study, the researcher uses quantitative because there are several techniques of conducting research which guide and enable the researcher to collect and analyze data. The method used in this study was quantitative because this study was related to number and statistical data. In this research, the researcher used Pre-Experimental Design with one Pre-test and Post-test design, it consist of single class. The researcher gave pre-test, a treatment and post-test.

The research design is as follows:

**T1 X T2**

Where:

T1: Pre-test

X: Treatment

T2: Post-test

1. Pre-test

Before giving the treatment to the students, the researcher was giving listening tests to know the prior level of the students' listening comprehension. It was applied at the first meeting.



## 2. Treatment

The researcher was giving treatment to the students four times. The researcher teaches using Intralingual subtitles in videos, to see if there is a significant change in students' listening comprehension.

## 3. Post-test

After giving the treatment, the researcher was giving listening tests to determine the effectiveness of the method. The listening test that carried out is watching the video without using subtitles and answering the questions that have been prepared based on the video.

### 3.2 Population and Sample

The “population” consists of all the subjects that studied. It includes all the possible cases (persons, objects, events) that constitute a known whole. Sampling is the process of selecting a group of subjects for a study in such a way that the individuals represent the larger group from which they were selected. This representative portion of a population is called a sample. The population of this study is all of the 10th grade students of SMKN 2 Bandar Lampung.

The sample is chosen using random sampling, one class is randomly chosen. According to Fraenkel (2012), random sampling is a method designed to select a representative sample by using chance selection so that biases will not systematically alter the sample.

### 3.3 Research Instrument

In this research, the instrument that used by researchers in measuring students' speaking skills adjusted to the KD of the school curriculum. The test made based on the materials given in the class and curriculum syllabus. The test items were concerned with the student's listening ability. The material taken from the topic of the English video that is appropriate for discussion.

### 3.4 Data Collecting techniques

Collecting data is an important thing, and in this research, the technique of data collection which used is: pre-test and post-test, here are the steps of pre-test and post-test:

#### 1. Pre-test

Before giving the treatment to the students, the researcher gave listening tests to know the prior level of the students' listening comprehension. It was applied at the first meeting.

#### 2. Post-test

After giving the treatment, the researcher gave listening tests to determine the effectiveness of the method. The listening test that carried out is watching the video without using subtitles and answering the questions that have been prepared based on the video.

After having the result of the test, they scored. The test will be divided into 10 questions multiple test. This also means that the students' score ranges from zero (when the students could not answer the entire question). The highest possible score 100 (when the students could answer the entire question).

### 3.5 Validity and Reliability

Before carrying out tests with predetermined instruments, researchers first pay attention to the validity of the research instrument. Validity is concerned with whether a test measures what it is intended to measure (Weir, 1990). Even though the measuring instrument has demonstrated high reliability by providing consistent test results, the measuring instrument will be said to be invalid if it does not measure what is supposed to be measured.

#### 1. Content Validity

Content validity deals with the material used in the curriculum. This category looks at whether the instrument adequately covers all the content that it should with respect to the variable. Since content validity asks if the test content matches the content of the course of study (Bachman, 1990), what

teachers can do is to match the course objectives and syllabus design with the test items.

The researcher will adjust the test item to match the course objectives and the syllabus of the school being tested. to assess the content validity, the researcher plans to create a listening specification table that will help determine whether the test accurately reflects the content being taught.

Test validation was performed by two english teachers from SMKN 2 Bandar Lampung and then calculated using index validity from Aiken V resulting with a mean of 0.79 that indicates the test score validity is moderate for testing (Aiken, 1980; 1985; Kumaidi, 2014). see the calculation in Appendix.

## 2. Construct Validity

Construct validity relates to the process of the test object which needs to be measured based on the concepts specified in the instrument. The researcher will asses based on table of specification that had been made by the researcher.

**Table 3.1 Distribution Item Test (Try Out)**

No	Aspect or Content	Number
1	Identifying the topic in the video	1,2,11,12,21,22
2	Identifying specific information in the video	3,4,13,14,23,24
3	Referring specific information in the movie	5,6,15,16,25,26
4	Vocabulary by asking synonyms of specific words	7,8,17,18,27,28
5	Understanding implied meaning and inference	9,10,19,20,29,30

**Table 3.2 Distribution Item Test (Pre-Test)**

<b>No</b>	<b>Aspect or Content</b>	<b>Number</b>
1	Identifying the topic in the video	1,9,15
2	Identifying specific information in the video	2,3,10,11,16,17
3	Referring specific information in the movie	4,5,18
4	Vocabulary by asking synonyms of specific words	6,7,12,13
5	Understanding implied meaning and inference	8,14,19,20

**Table 3.3 Distribution Item Test (Post-Test)**

<b>No</b>	<b>Aspect or Content</b>	<b>Number</b>
1	Identifying the topic in the video	1,7,13
2	Identifying specific information in the video	2,3,8,9,14,15
3	Referring specific information in the movie	4,16,17
4	Vocabulary by asking synonyms of specific words	10,11,18,19
5	Understanding implied meaning and inference	5,6,12,20

### 3. Face Validity

Face validity of a test is dealing with the appearance of the test, such as the test items are written clearly. They can be read easily clearly, The test items are written in the correct spelling, grammar, and punctuations. The directions of how to do the test should also be clear.

The questions used by researchers were made in language that is easy to read, with good and correct spelling, as well as good grammar and punctuation.

The test items have been checked by two teachers from SMKN 2 Bandar Lampung before being used for research.

#### 4. Reliability

The term "reliability" refers to the measurement of the accuracy, consistency, dependability, or fairness of test results. According to Setiyadi (2018), reliability is the consistency of a measurement, or the extent to which a measurement can be taken of a similar subject at a different time and produce the same outcome. The instruments consisted of thirty items. Then, in order to measure the consistency of items in the tryout test, the researcher used Cronbach Alpha Coefficient since it is the most used one. To measure Cronbach Alpha Coefficient, uses the formula as follows Sugiyono (2014):

$$r_{11} = \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum si^2}{st^2} \right]$$

Notes:

$r_{11}$  = Instrument reliability

$k$  = Number of valid items

$\sum si^2$  = Total variance of item scores

$st^2$  = Variance of total score

Cronbach's alpha is a function of the average intercorrelations of items and the number of items in the scale Kimberlin and Westerstein (2008). The alpha ranges between 0 and 1. The higher the alpha, the more reliable the test item is. And for knowing the classification of reliability, the researcher will use the following scale:

**Table 3.4 Result of Reliability**

Reliability Statistics	
Cronbach's Alpha	N of Items
.853	30

Between 0.800 to 1.00 = very high reliability

Between 0.600 to 0.800 = high reliability

Between 0.400 to 0.600	= moderate reliability
Between 0.200 to 0.400	= low reliability
Between 0.000 to 0.200	= very low reliability

(Arinkunto, 2006)

The calculation conducted in SPSS showed that the reliability coefficient of the test is 0.853. Based on the Cronbach's Alpha value, it indicates that the instrument is reliable with very high criteria. After calculating the reliability, the researcher determines the level of difficulty (LD) and power of discrimination (DP) on the questions. The calculation, level of difficulty and differentiating power can be seen in Appendix.

Based on the LD and DP table, a total of 10 questions had to be disqualified because of their poor discriminatory quality and could not be used. The researcher only used 20 questions from the try-out to measure students' listening skills. This test was conducted to measure the LD and the DP to determine the reliability and validity of the test. The test results are used to measure the quality of the test as a research instrument. The score of the tryout test can be seen in Appendix.

## 5. Level Of Difficulty

The item's difficulty level indicates whether it is challenging or straightforward for participants to complete. These items should strike a balance and not be overly simple or excessively difficult for students. The researcher employs the following formula to determine the test's difficulty level:

$$LD = \frac{U + L}{N}$$

Where:

LD : Level of difficulty

U : The proportion of upper group students

L : Refers to the proportion of lower group students

N : The total number of the students following the test

**Table 3.5 Level Of Difficulty Criteria**

No.	Computation	Criteria	Total Items
1	<0.30	Difficult	1
2	0.30 – 0.70	Average	20
3	>0.70	Easy	9

The criteria of level the difficulty:

<0.30 = difficult

0.30-0.70 = average

>0.70 = easy

(Shohamy, 1985:79)

Based on the test results, it can be concluded that there are nine questions with a value of more than 0.70, which means that the questions are included in the easy category. There is one question with a score of less than 0.30 which means that the question is included in the difficult category. While twenty questions with an average score, which means the question is included in the average category. The resulting details are shown in Appendix.

#### 6. Discrimination Power

Discrimination power refers to how effectively the items distinguish between high-achieving and low-achieving students on the test. A desirable item, as per this criterion, is one where proficient students excel while struggling students perform poorly (Shohamy, 1985:81). The formula used for this purpose is:

$$DP = \frac{Upper - Lower}{1/2N}$$

With the following explanation:

DP = discrimination power

Upper = proportion of “high group” students getting the items correct

Lower = proportion of “low group” students getting the items correct

N = total number of the students

The criteria are follows:

DP = 0.00-0.20 = poor

DP = 0.21-0.40 = enough

DP = 0.41-0.70 = good

DP = 0.71-1.00 = excellent

Based on the calculation of discriminating power, the results of the listening test show that there are 10 poor question on the try-out test which means the item are bad and must be dropped. The conclusion is there are 20 question items that can be used as a reference for the pre-test and post-test.

### **3.6 Research Procedure**

The procedure of the research is as follows:

- a. Identifying the population and sample. The research sample was determined randomly using google random number generator, and there was no priority class at SMK Negeri 2 Bandar Lampung.
- b. Selection of instrument material. The material was taken from the streaming service for the videos and internet with format similar or according to the English syllabus.
- c. Administering the pre-test. The pre-test is given before treatment for about 30 minutes in the first week to check students' listening comprehension. It contains 20 questions with four options, namely A, B, C, and D.
- d. Giving treatment. Treatment is a class activity given by the teacher to teach listening using the media of Intralingual subtitled videos. Given during three meetings for treatment.
- e. Conducting Post-test. Post-test was conducted to find out whether there was an effect of the students listening comprehension achievement after the treatments. It is administered for 30 minutes.
- f. Analyzing the data. This step is to find out the students' listening comprehension achievement using Intralingual subtitled videos as the



media of teaching. The data will be computed through the statistical package for social sciences (SPSS) version 16.0.

- g. Hypothesis Testing. The hypothesis test would be taken from the comparison mean of the pre-test and post-test of the experimental class.

### 3.7 Data Analysis Technique

The data for this study were analyze by using Paired Sample T-Test method. This method usually conducted Pre-Test and Post Test to collect the data. Paired Sample T-Test is used to analyze the significance of a measuring instrument. The formula of this method is on the next page:

$$t = \frac{\sum d}{\sqrt{\frac{n(\sum d^2) - (\sum d)^2}{n - 1}}}$$

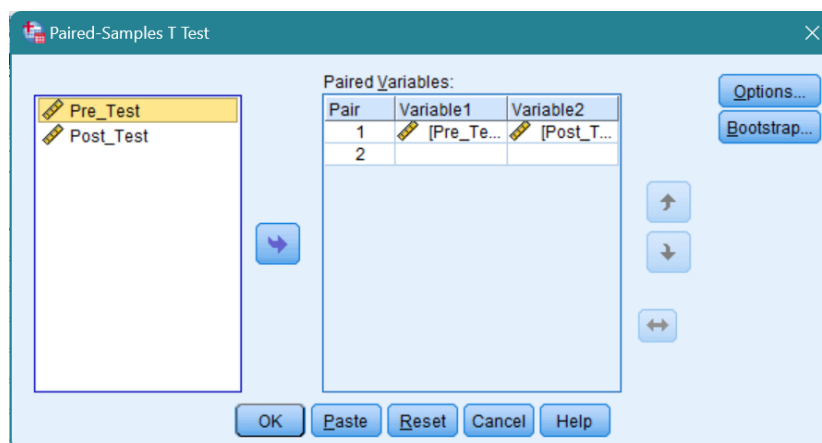
Where:

$\sum d$ : the sum of the differences

n: number of samples

The steps for conducting a repeated-measures t-test in SPSS

1. Data is entered inside the subject.
2. Click Analyze.
3. Drag the cursor over the Compare Means drop-down menu.
4. Click Paired Sample T Test.
5. Click the result of the First Observation.
6. Click the arrow to move the Pre-Test Result into the Paired Variables table, on the Pairs rows, and below the Variable 1 column.
7. Click the result of the Second Observation .
8. Click the arrow to move the Post Test Result into the Paired Variables table, on the Pairs rows, and below the Variable 2 column.



9. Click OK to see the result of the Paired Sample T-Test

The steps for interpreting the SPSS output for the Paired Sample t-test

1. In the Paired Samples Statistics table, there are several important pieces of information about each observation of the continuous outcome including the size of each observation (N) and their respective means (Mean) and standard deviations (Std. Deviation). Disregard the Std. Error Mean values for practical purposes.
2. In the Paired Samples Test table, look at the p-value associated with Sig. (2-tailed) column. This is the p-value that is interpreted.
3. If it is **LESS THAN .05**, then researchers have evidence of a statistically significant difference in the continuous outcome across time or within-subjects.
4. If the *p*-value is **MORE THAN .05**, then researchers have evidence that there is **NOT** a statistically significant difference in the continuous outcome across time or within-subjects

### 3.8 Hypothesis Testing

Hypothesis testing is a method used to determine whether the hypothesis suggested in this study is valid. In this study, the hypothesis is that students' listening comprehension will improve when they are taught using Intralingual subtitled videos as a teaching media. To assess the validity of the hypothesis, researcher conducted statistical analysis using software called SPSS version 16.0.

The significance level was set at  $p < 0.05$  to answer the question: “Is there any significant improvement of student’s listening comprehension after taught by using Intralingual subtitled videos? “. Therefore, the hypothesis, which can be stated as follows:

H1: The learners’ listening comprehension does improve after using intralingual subtitled in videos as treatments. The criteria H1 is accepted if the alpha level is lower than 0.05 (0.05).

H0: The learners’ listening comprehension does not improve after using intralingual subtitled in videos as treatments. If the alpha level is greater than 0.05 ( $> 0.05$ ), the H0 (null hypothesis) criteria is accepted.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusions of the research and suggestion based on the data presentation and analysis from the previous chapter. This chapter is divided into two parts: conclusions and suggestion.

#### **5.1 Conclusion**

Based on the research, data analysis, and discussion in Chapter 4, the researcher concluded that there is significant improvement on student's listening comprehension after using intralingual subtitle in video.

The discussion highlights the efficacy of utilizing intralingual subtitles in short videos as a potent tool for enhancing listening comprehension skills among language learners. Drawing upon theoretical frameworks and empirical evidence, it becomes evident that integrating subtitles aligns with fundamental principles of effective listening comprehension instruction. The study's findings underscore the substantial impact of this pedagogical approach, as evidenced by significant improvements in students' listening skills across various aspects.

Intralingual subtitles not only cater to diverse learning styles but also address the multifaceted nature of listening comprehension, aiding learners in focusing on the material, grasping main ideas, discerning specific information, and ensuring accurate interpretation and response. Furthermore, the visual reinforcement provided by subtitles complements auditory input, thereby facilitating comprehension and retention of linguistic patterns and structures.

The study's outcomes offer valuable insights into the potential of intralingual subtitles to optimize language learning outcomes, highlighting its relevance in language instruction contexts. As such, educators and researchers can leverage this approach to enhance listening comprehension instruction and support learners in achieving proficiency in the target language.

## **5.2 Suggestions**

### **For Teacher:**

- **Integrating Intralingual Subtitles:** Incorporating short videos with intralingual subtitles into teaching materials could be a useful approach for listening comprehension exercises. These subtitles may help students better understand spoken language and pay closer attention to details.
- **Addressing Students' Needs:** If students struggle with identifying key topics, various activities or exercises could be designed to support their improvement in this area. Pre-listening strategies or post-listening discussions might be effective ways to reinforce their understanding.
- **Encouraging Active Listening:** Promoting regular listening practice can help students overcome challenges such as limited vocabulary, infrequent exposure, or negative perceptions of listening activities. Utilizing a variety of audiovisual resources that align with students' interests may make listening exercises more engaging and effective.

### **For Future Researcher:**

- **Further Exploration of Weak Areas:** Investigating strategies to enhance students' ability to identify main topics in listening comprehension could be a valuable research focus. Experimental studies comparing different instructional approaches may provide insightful findings.

- Longitudinal Studies: Examining the long-term impact of intralingual subtitles on listening comprehension skills could offer a deeper understanding of their effectiveness. Tracking students' progress over an extended period may help determine the sustainability of any improvements.
- Comparative Studies: Exploring how intralingual subtitles compare to other instructional methods, such as audio-only materials or interactive listening exercises, could provide insights into the most effective approaches for developing listening comprehension skills.

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