

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Research

Foreign language learning can be considered from the four skills of listening, speaking, reading, and writing. Among these skills, listening is an important capability of social interactions. Listening is an essential part of oral communication, or an interactive process in which a person takes on the roles of speaker and listener through verbal and nonverbal elements. Listening is an important part of the communication process (Anggia, Gusmiarni, Dharmawan: 2021). As Vandergrift (2003) pointed out, giving pre-eminence to listening comprehension, particularly in the early stages of second language teaching and/or learning, provides learners with cognitive advantages. The advantage of early emphasis on listening comprehension follows a more naturalistic approach to language acquisition. Unfortunately, listening skill learning gets less attention when compared to the other three skills. As Brown (1987) observed, the substantial number of listening comprehension and classroom practice presented in many schools in many countries continues to show that listening is considered the least important skill in language teaching. This has led many L2 learners to complain about their inability to understand native speakers and real-life conversations because there is too much emphasis on speaking, leaving little room for listening. In fact, each skill is interconnected.

Nowadays there are various ways, methods, and also media for learning listening skills. Talking about the media, the types of media that we generally

recognize on learning listening skills are audio-only media and audio-visual media. Audio-only media can be found on radio and recordings, while audio-visual media can be found on video and television. From media such as video and television alone, learners can access the type of content they want, especially with the ease of accessing information as it is today. There are times when the media mentioned above is affixed with text that seems to re-explain what the speakers are saying. That text is called subtitles. Subtitle (or subtitling) is a translation practice that consists of presenting text, usually written at the bottom of the screen, with the aim of reproducing the original dialogue exchanged among different speakers and other verbal information conveyed visually (Díaz-Cintas and Remael, 2020). There are several types of subtitles which Zanón (2006) divides them into: bimodal or intralingual subtitles, standard or interlingual subtitles, and reversed subtitles. Subtitles are expected to help the audience, in this case learners, understand the content they see and hear.

Compared to standard subtitles that display subtitles in the mother tongue, the purpose of intralingual subtitles—in this case, English to English—is for helping students in verifying the spelling and pronunciation of particular words. They also look up the meaning of the word based on what is shown in the video to improve their comprehension. It is often acknowledged that reading and listening simultaneously can strengthen the link between the written and auditory forms of a language (Danan, 1992). For Caimi, as in Haider and Al-Salman (2022), as "a didactic aid", Intralingual subtitling is seen as "a didactic aid"—a kind of entertainment that helps learners become more confident, increases their listening and reading comprehension, and sharpens their memories. In an experimental study on the promotion of intralingual subtitles, Caimi concluded that language learners view intralingual subtitles as beneficial because they enhance their linguistic and cultural understanding.

Based on previous research, there are different results regarding the relationship of English subtitles on English speaking videos to learners' listening comprehension. Some suggest that the use of subtitles can give positive results, for example, the research conducted by Saed, Yazdani, and Askary in 2016. They researched 10 Chabahar Maritime University students and found that English subtitles were helpful for the students. This is because their listening and vocabulary skills were already quite good. Research conducted by Anggia, Gusmiarni, and Dharmawan in 2021 also showed similar things that English subtitles on English movies help high school students understand the content even though not entirely. A different result from Metruk, who at that time examined 30 students of the study program Teaching of English Language and Literature at a university in Slovakia in 2018, showed that there were no notable results between the use of subtitles (both English and Slovak) and without subtitles which means there was no significant effect for learners using subtitles or not with their listening comprehension.

Based on the explanation above, the researcher wants to find out if the use of subtitles when watching videos, in this case the use of English subtitles on English speaking videos, has an effect on students' listening comprehension. The researcher wants to do the research on English language education students at Universitas Muhammadiyah Jember. Therefore, the research entitled “The Effect of English Subtitles in English Video on Listening Comprehension of English Education Students in Universitas Muhammadiyah Jember” is conducted.

## 1.2 Problem of the Research

Based on the research background, problems of the research are formulated as:

1. Do English subtitles in English videos significantly affect in listening comprehension of English Education students in Universitas Muhammadiyah Jember?

### **1.3 Purpose of the Research**

Based on the research background, purposes of the research are formulated as:

1. To find out the effect of English subtitles in English videos in listening comprehension of English Education students in Universitas Muhammadiyah Jember.

### **1.4 Operational Definition**

The following are some terms related to this research aimed at providing related understanding of:

#### **1.4.1 Listening Comprehension**

Listening comprehension is one of the language skills that relies on the ability to understand information received orally. This term refers to students' understanding in capturing information on learning media and how much information students get during the process.

#### **1.4.2 English Subtitle**

English subtitle is a text that is usually located on the bottom side of the video whose function is to give transcriptions on what is being said by the speakers and appears at the same time as the speaker on the video is speaking. Of course, because the title is "English subtitle", this definition specifically refers to subtitle text using English.

#### **1.4.3 Video**

Videos in this study refer to YouTube videos with various genres that include subtitles. Videos are used as one of the learning media.

### **1.5 Significance of the Research**

The result of this research is expected to be useful for:

1. For lecturer(s) who teach listening courses

This research is expected to help lecturers to find the right listening teaching method.

2. For further research

The result of this research hopefully is expected to be a reference and a source for developing further research related to subtitle or listening comprehension material.

### **1.6 Scope and Limitation of the Research**

This research focuses on the effect of using English subtitles on improving listening comprehension for English Education students in the academic year 2023/2024 in Universitas Muhammadiyah Jember.

