

CHAPTER I

INTRODUCTION

In this first chapter, the researcher provides a general overview of this study and the problem that forms the basis of this research. This chapter begins with the research background, which explains the reasons why this topic was chosen for research. Following this are the research questions and research objectives that guide this study toward achieving the expected results. Next is the significance of the research, which highlights the contributions of this study. Finally, there are key terms and organization that help define the terms used in this research and the structure of this study.

A. Background Of Study

Listening is an important part of language comprehension, especially in English. According to Kurniawan, listening is a skill that must be mastered in every language, including English, because we strive to listen to and understand the sounds received by our ears¹. Therefore, listening skills are important because they allow us to understand spoken language, interpret meaning, and communicate with others. According to Sari & Fithriyana, the common problems experienced in learning listening are that students are not yet accustomed to understanding what the speaker is saying with long information². Therefore, students often lack focus

¹ Kurniawan, D., Bunau, E., & Wardah, W. (2021). The use of Rosetta Stone language learning software in teaching listening: Documentary research. *Journal of English Education Program*, 2(2).

² Sari, N., & Fithriyana, R. (2019). Exploring EFL students' problems in listening comprehension. *JEES (Journal of English Educators Society)*, 4(1), 47-52.

and ultimately cannot understand what the speaker is saying. Other factors that influence this include the speaker's accent and speaking speed, which are challenges in learning listening. Additionally, poor media quality, such as unclear speaker sound, poses certain challenges in improving listening skills. With the difficulties mentioned above, students need to find alternative media for learning listening. One alternative that can be used is YouTube, with its subtitle feature that allows for textual support while watching videos. This can be utilized by students to reduce some of the difficulties mentioned above.

Listening plays an important role in mastering a language, especially English, as it provides the foundation for developing other skills. According to Kurniawati, listening is a fundamental ability for developing other skills. The purpose of listening activities is to enable students to acquire information from what they hear, such as speeches, songs, poetry, and so on³. Additionally, according to Istiqamah, listening also plays a role in improving other language skills such as speaking, reading, and writing. These skills can be enhanced because listening often provides material on phonology, vocabulary, and syntax⁴. Without proficient listening skills, learners will often make mistakes in understanding the language or not understand what the speaker is saying in a conversation. This is also in line with acquiring new vocabulary, word pronunciation, and understanding grammar naturally. This shows that listening skills are not only useful for academics but also for daily life, such as

³ Kurniawati, D. (2016). The essence of classroom technique and activities in teaching listening as a foundation skill for other skills in the early acquisition of language. *English Education: Jurnal Tadris Bahasa Inggris*, 9(1), 29-42.

⁴ Istiqamah, N. (2023). Basic Listening Skills in English Language Learning: Foundations and Pedagogical Approaches. *Al-Zayn: Jurnal Ilmu Sosial & Hukum*, 1(2), 125-135.

socializing or communicating with others, where understanding spoken input is the key to interaction.

Beside the importance of listening in language, there are several challenges students will face when learning listening. According to Saraswaty, there are several problems that arise when learning listening, namely the quality of the material used, cultural differences that affect learning, accents that are unfamiliar to learners, some unknown vocabulary that often appears in conversations, the length and speed of the speaker's speech itself⁵. The above factors often make it difficult for students to learn listening, and ultimately, learners often miss small details in conversations. Additionally, the lack of strategies for learning and preparing material in listening lessons presents a unique challenge in teaching listening. Some of the above challenges highlight the need for resources such as using media to help students and providing effective teaching methods for teachers to mitigate the challenges in learning listening.

With the advancement of technology in the present era, technology also influences language learning, particularly listening skills. By using technology, students' motivation to learn also increases, as well as their participation in active learning in the classroom. According to Hidayati, Internet Communication Technology (ICT) enables language learning by providing opportunities to access materials remotely, interact with other learners remotely, and access relevant

⁵ Saraswaty, D. R. (2018). LEARNERS'DIFFICULTIES & STRATEGIES IN LISTENING COMPREHENSION. *English Community Journal*, 2(1), 139-152.

materials according to learning level⁶. Dhivya et al also explained that multimedia learning using media such as video, audio, text, and others can help in the learning process⁷. This multimedia method can be applied in settings such as regular classrooms, online classes, and students' own learning environments. These tools can be used by students to learn according to their own style, making the learning process more effective. Therefore, the use of technology is not only as a supporting tool, but can also be a medium used as teaching material that provides new learning experiences.

YouTube is one of the platforms with the most users in this digital age. YouTube is not only used as a medium for entertainment, but also as a learning medium. Its popularity among students increased because the material is abundant, easily accessible, and adaptable for learning media. According to Lin, YouTube videos, which are a combination of audio and visual elements, are the best platform to utilize in learning because they offer a vast array of English video genres that can be used for language learning purposes⁸. The presented material provides insights into real-world issues, ranging from speech videos and podcasts to other content. According to Amanda et al, although YouTube has a lot of content, there are many videos on the YouTube platform that we can use as learning materials in the

⁶ Hidayati, T. (2016). Integrating ICT in English language teaching and learning in Indonesia. *JEELS (Journal of English Education and Linguistics Studies)*, 3(1), 38-61.

⁷ Dhivya, D. S., Hariharasudan, A., & Nawaz, N. (2023). Unleashing potential: Multimedia learning and Education 4.0 in learning professional English communication. *Cogent Social Sciences*, 9(2), 2248751.

⁸ Lin, P. (2022). Developing an intelligent tool for computer-assisted formulaic language learning from YouTube videos. *ReCALL*, 34(2), 185-200.

classroom, which are available for free and can be accessed at any time⁹. Therefore, this can be utilized by students to practice their listening skills with various free resources they can take advantage of, as well as to train their understanding of different accents and speaking speeds. Therefore, the use of YouTube is used as a platform that can train to improve listening skills.

YouTube has a feature that students can use to improve their listening skills: subtitles. In this case, subtitles play an important role in helping students understand what the speaker is saying. YouTube provides audio and visual access, with YouTube videos and subtitles working together to enhance students' listening abilities. According to Manurung et al, some students choose to watch YouTube videos with subtitles because it helps them acquire new vocabulary, identify words, and practice their listening skills¹⁰. Thru subtitles, learners can identify the words they hear in written form, making it easier to identify new vocabulary. According to Hashim & Aziz, videos with English subtitles containing clear information from the speaker can help improve listening skills. Hashim & Aziz also assume that subtitles can help narrate the video, which can aid in understanding what the speaker is saying¹¹. In this case, subtitles not only help in understanding a single word but also in understanding the speaker's accent and speaking speed, and they add new

⁹ Amanda, A., Tang, S., & Hermansyah, S. (2024). EFL Students' Perception of Using Youtube Videos To Effect Their Communicative Competence. *DEIKTIS: Jurnal Pendidikan Bahasa dan Sastra*, 4(3), 451-458.

¹⁰ Manurung, I. D., Asyilah, F., & Emelia, T. W. (2024). The Effect of Using Video Subtitles on Efl Students' Listening Comprehension. *Holistic Science*, 4(2), 317-327.

¹¹ Hashim, S. Z. M., & Aziz, N. A. A. (2022). ESL undergraduates' perceptions towards the role of English subtitles on vocabulary learning. *Journal of Algebraic Statistics*, 13(3), 2873-2883.

vocabulary. Not only that, but YouTube also provides a wealth of resources that can be used to strengthen listening skills.

The use of subtitles in language use can be seen thru the dual coding theory. According to Wong & Samudra, dual coding theory is the relationship between verbal and non-verbal elements that helps students represent themselves in learning something specific. In language learning, this refers to visuals and audio, or both¹². In this case, YouTube videos with subtitles help provide this: the video serves as audio and the subtitles as visuals. YouTube videos assist learners in learning how to pronounce new vocabulary and provide examples of that pronunciation. The visuals are supported by subtitles that help understand new vocabulary in written form. Both of these elements aid learners in improving their listening skills by making it easier for them to pay attention to new vocabulary, expressions, structures, and also understand the speaker's accent and the grammar used. In using YouTube videos with subtitles, this provides multimodal learning, creating a learning environment that combines word pronunciation and the acquisition of new vocabulary. Thus, the use of YouTube videos with this dual-coding theory is aligned and provides a strong theoretical basis to support effective learning thru YouTube videos with subtitles.

Based on the explanation above, there is a relationship between YouTube videos with subtitles as the predictor variable and listening comprehension as the

¹² Wong, K. M., & Samudra, P. G. (2021). L2 vocabulary learning from educational media: Extending dual-coding theory to dual-language learners. *Computer Assisted Language Learning*, 34(8), 1182-1204.

criterion variable, namely how YouTube videos with subtitles support listening comprehension. The use of subtitles helps students by providing a written narrative of what the speaker says in the video, making learning more efficient. And when students face problems like a new accent, new vocabulary, and speaking speed, this can be helped by the presence of subtitles, which serve to narrate what the speaker is saying. According to Firdausi, the use of English subtitles has a significant impact on students' listening comprehension. In their research, it is mentioned that the use of subtitles helps learners understand the context of what the speaker is saying in a video, which can have a significant impact on improving learners' listening comprehension skills¹³. In this case, the wide variety of YouTube video genres that can be combined with subtitles can make the material easily accessible and facilitate the search for learning materials that are very close to everyday life. Therefore, the relationship between YouTube videos and subtitles and listening comprehension is based on theory and practice, and is the focus of this research.

There are several previous studies that have examined the use of YouTube videos with subtitles on students' listening abilities. For example, research conducted by Manihuruk & Nababan on "YouTube Media in the Listening Ability of English Education Students" stated that YouTube is an effective English language learning resource for providing relevant material to students' needs and helping to motivate students in their studies¹⁴. Additionally, research conducted by

¹³ Firdausi, L. (2024). The Effect of English Subtitle in English Video on Listening Comprehension:- Journal of English Language and Pedagogy, 3(2), 79-88.

¹⁴ Manihuruk, L. M. E., & Nababan, I. A. (2023). Youtube Media in the Listening Ability of English Education Students. Journal of Education Technology, 7(4), 645-652.

Boltiziar & Munkova on their research show positive responses to several questions asked, indicating a positive correlation where students' scores and their perceptions of using YouTube videos with subtitles can improve their listening abilities¹⁵. The studies mentioned above consistently state that using YouTube videos with subtitles can improve students' listening abilities, although these studies only focus on the effect or impact of subtitles on listening comprehension and increased learning motivation. This indicates there is room for this research, which focuses on the extent to which students frequently use YouTube videos with subtitles to improve their listening skills.

Although much research has been conducted on the use of YouTube videos with subtitles and students' listening comprehension, and much research has also focused on the impact or effect of using videos with subtitles, very little research currently investigates how often students use YouTube videos with subtitles and their frequency in improving listening comprehension. Therefore, this research will fill that gap. This research is highly relevant for students and teachers because students can use YouTube videos with subtitles as a medium to improve their listening skills independently, allowing them to adjust to the material they want. For teachers, this research can broaden their understanding of authentic materials like YouTube with subtitles, which can be integrated into classroom learning to support improved listening comprehension. Additionally, this research also adds to academic

¹⁵ Boltiziar, J., & Munkova, D. (2024). Emergency remote teaching of listening comprehension using YouTube videos with captions. *Education and Information Technologies*, 29(9), 11367-11383.

knowledge, contributing to both knowledge and practice, as well as to the broader field of language research.

B. Research Question

Based on the background of research that I have explained at the beginning, the following are the research questions that have been formulated by researchers:

1. Is there any correlation between Student's Frequency In Watching Youtube Subtitle Video And Their Listening Ability at UIN SATU Tulungagung?

C. Research Objective

Based on the Research Questions, this research has an objective to describe about:

1. To identify the correlation between Student's Frequency In Watching Youtube Subtitle Video And Their Listening Ability at UIN SATU Tulungagung.

D. The Significance Of Study

The finding of the study can be classified into Theoretically and Practically:

- a. Theoretically this research contributes knowledge about technology that from time to time continues to develop, especially the use of the youtube platform which provides various learning media sources. by focusing on correlational research, this research enriches academic knowledge about how the youtube video platform or audio visual media and text subtitles can improve English learning, especially listening learning. besides that this

research also answers the question of how strong the relationship is between the use of the youtube video platform with subtitles and listening comprehension.

- b. Meanwhile Practically This research is expected to help teachers in integrating technology such as youtube videos with subtitles effectively into English language learning in improving students' listening skills, this research is also expected to provide valuable information to curriculum developers in integrating learning resources such as youtube videos with subtitles in English language learning. while for students it is hoped that with this research they can use the youtube platform as well as possible and it is hoped that with this research they can use youtube more specifically to improve their listening skills independently. with this research it is hoped that it can be used to create interactive and interesting learning for students.

E. Scope And Limitation

This study uses a quantitative correlation research design to measure the relationship between the frequency of using YouTube videos with subtitles and improving students' listening skills. Therefore, the focus of this research is to describe and analyze the strength and direction of the relationship between these two variables: the predictor variable (YouTube with subtitles) and the criterion variable (listening comprehension). The limitations of this study lie in the research design and the scope of the sample used. Because this study employs a correlational rather than an experimental approach, the findings cannot be used to determine the

impact of the two variables. Additionally, the selection of the sample in this study requires specific criteria to ensure consistent and relevant data. Therefore, the findings of this study may not fully represent the diverse educational backgrounds and English proficiency levels of the students. Additionally, this research relies on questionnaire data distributed thru a questionnaire, which includes a listening test and a questionnaire about the frequency of subtitle use. Therefore, this research can determine whether the frequency of students using subtitles and their listening ability have a positive impact.

F. Hypothesis

Hypothesis is a depiction of the results of research that has been conducted; a hypothesis serves as a description to explain a phenomenon regarding the issue raised, depending on the questions and objectives of the research. In other words, a hypothesis is used to make predictions about the results obtained from a research study. the explanation of the hypothesis includes the variables being studied.

based on the explanation above, the researcher presents his hypothesis as follows:

- a. **Null Hypothesis (H₀):** There is no positive correlation between Students Frequency In Watching Youtube Subtitle Video And Their Listening Ability at UIN SATU Tulungagung.
- b. **Alternative Hypothesis (H₁):** There is a positive correlation between Students Frequency In Watching Youtube Subtitle Video And Their Listening Ability at UIN SATU Tulungagung.

G. Key Terms

1. Youtube

YouTube is the largest and most widely used platform, providing videos on education, entertainment, tutorials, and more¹⁶.

2. Subtitle

Subtitles are a complex arrangement of text consisting of a number of lines, duration, and other elements. In other words, subtitles are the result of translating spoken words into written form that viewers can read¹⁷.

3. Listening

Listening is the ability to understand and interpret the meaning conveyed by the speaker. Haas & Arnold state that listening skills are just as important as speaking because both abilities are used in daily communication¹⁸.

4. Correlation

Correlational research is a study that focuses on the strength of the relationship between two or more variables. Činčala also mentions that this research focuses on statistical analysis based on the data collected¹⁹.

¹⁶ Moghavvemi, S., Sulaiman, A., Jaafar, N. I., & Kasem, N. (2018). Social media as a complementary learning tool for teaching and learning: The case of youtube. *The International journal of management education*, 16(1), 37-42.

¹⁷ Orero, P., & Shvets, A. (2023). The role of text-type and genre in the analysis of subtitles: towards measuring how green the media are.

¹⁸ Haas, J. W., & Arnold, C. L. (1995). An examination of the role of listening in judgments of communication competence in co-workers. *The Journal of Business Communication* (1973), 32(2), 123-139.

¹⁹ Činčala, P., Penno, D., Zubkov, P., & Wa-Mbaleka, S. (2023). Quantitative Research for Practical Theology.

H. Organization

To facilitate the writing of the thesis, the researcher has divided the thesis into 5 chapters, the researcher includes a cover or title page and so on, the following is an explanation of the 5 thesis chapters that have been divided into several parts:

Chapter I is the Introduction. This chapter introduces the overall content of the research which includes: research background, research scope and limitations, research questions, research objectives, research significance, and The Structure of the Thesis. This chapter aims to introduce this research to the reader.

Chapter II is a review of related literature. This chapter discusses related literature review, relevant previous research, literature review, theoretical framework, and hypothesis. This chapter explains the literature review that has helped researchers in completing this research.

Chapter III is the research method. This chapter describes the research methods consisting of research design, population and samples, research instruments, data collection techniques, and data analysis techniques. Chapter IV is the results and discussion, this chapter explains ways of solving problems using appropriate methods in this study.

Chapter IV is the findings and discussion. This chapter discusses general research findings, specific research findings, data analysis, and interpretation of

research results based on problem formulation. This chapter explains the research findings to be able to interpret the data whether the data generated is positive or negative.

Chapter V is the conclusion. This chapter describes conclusions and recommendations. It aims to provide conclusions from the research and recommendations for everything related to this research, this research provides conclusions for teachers or students about the use of YouTube videos with subtitles to improve listening skills and recommendations from researchers for further research.