

**THE EFFECTS OF WATCHING AUTHENTIC ENGLISH VIDEOS WITH
AND WITHOUT SUBTITLE ON EFL LEARNER' S MOTIVATION IN
LISTENING SKILLS AT SMAN 3 KEDIRI**

SKRIPSI

Presented in Partial Fulfillment of the Requirement to Obtain the
Sarjana Pendidikan Degree of English Department
University of Nusantara PGRI Kediri



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Approved by the Advisors to be proposed to
the English Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, 24 December, 2024

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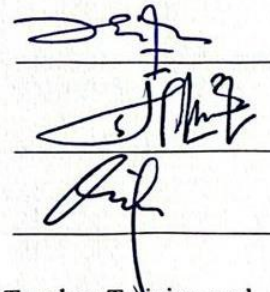
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Motto :

My definition of "fearless" is not that you're not afraid. it's that you're afraid but you jump anyway. -Taylor Swift

Dedication :

I wholeheartedly dedicate this thesis to:

- **Allah SWT, The Almighty God and The Lord of the Universe.**
- **My beloved mother.**
- **My beloved young brother and family.**
- **All of the people who love me sincerely.**

ABSTRACT

ANNISA AGUNG RAHMADHANI: The Effects of Watching Authentic English Videos With and Without Subtitle on EFL Learner's Motivation on Listening Skills at SMAN 3 Kediri. The Faculty of Teacher Training and Education. University of Nusantara PGRI Kediri, 2023

This research aims to determine the effect of watching original English videos, either with or without subtitles, on the listening skills of English as a Foreign Language (EFL) students at SMA 3 Kediri. Apart from that, this research aims to determine the influence of motivation on the effectiveness of the two learning methods. This research uses quantitative methods.

The research participants consisted of a group of EFL students, who were taken from class XII-IPS 2 at SMAN 3 Kediri. And data was collected through tests from previous listening results and questionnaires. This intervention involved exposing participants to original English-language videos in two conditions: one with English subtitles and the other without English subtitles. Motivational factors influencing student engagement with learning materials were explored through analysis of questionnaire responses.

The findings of this research indicate that the use of subtitles when watching English films has a significant influence on students' listening abilities. Meanwhile, for student motivation based on the results of the questionnaire, most of students were quite motivated by watching English films, especially because they felt that watching these films was able to improve their understanding of English.

The results of this research aims to provide valuable insights for language educators, curriculum developers, and policy makers, by offering evidence-based recommendations for optimizing the integration of native English videos into EFL learning environments. Understanding the differences in the effects of subtitles and dimensions on student motivation can contribute to the development of tailored pedagogical approaches to address the diverse needs and preferences of EFL students at SMA 3 Kediri and its surroundings.

Keyword: Listening skills, Subtitles, Motivation, Authentic English videos

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Kediri, December 24, 2023

A handwritten signature in black ink, consisting of a large, stylized initial 'A' followed by several vertical strokes and a horizontal line at the end.

Annisa Agung Rahmadhani

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CHAPTER I

INTRODUCTION

This chapter discusses the content of this chapter. It covers background of study; scope of study; statement of the problem; purpose of the study; and significance of the study.

A. Background of Study

Four integrated skills of listening, speaking, reading and writing are required to master English. In addition, some language skills, such as vocabulary, grammar, pronunciation, etc., help to develop abilities. Listening ability is very important for everyday life and mastery of a second language. According to Helgesen (2003,), listening is an intentional, deliberate process of interpreting what we hear. The more often we hear something, the more we can understand it. They process not only what they hear, but also how it relates to other knowledge they already have while they are listening. In a very real sense, listeners create some form of meaning in their own minds as they mix what they have heard with their own knowledge and experience.

There are many factors that affect listening skills in second language acquisition. Dornyei (2002) states that the enthusiasm, commitment, and persistence of learners are the main determinants of success or failure. Motivation and the use of metacognitive strategies are two of these factors and are variables carried by students and can be developed with their

teachers. Motivation is an important factor that determines the efforts made by learners in learning language.

Hruby (2010) said that audiovisual media such as videos increase student motivation and make students active, happy, and fun when doing listening exercises. But often students complain to their teachers if the recording plays too fast and they are not able to repeat it. They also claim that they have heard too many unfamiliar words and have difficulty concentrating because they are anxious and under stress. Other factors that contribute to listening difficulties in class are the existence of an accent, limited vocabulary, fast talkers, and limited interpretation. There are many ways to improve students' English skills, such as listening to music, reading a lot, playing games, watching movies, writing stories, and so on. One way that can be an alternative is watching movies, watching movies can not only fill your free time or get rid of boredom, but you can also get some lessons, especially English lessons.

The current digital era has not only changed people's lifestyles, but also teaching and learning strategies. There is no doubt that there are many opportunities to practice listening with the help of technological advances. Watching authentic English videos is one way that L2 learners can practice listening skills. The way that can help students understand the meaning of the film is by using subtitles. However, some believe that subtitles in videos can be a source of distraction since students have to read and listen simultaneously, while others point out that providing subtitles to videos

increases positive reinforcement, reduces learner anxiety, and helps them prepare to watch videos without subtitles in the long run (Vanderplank, 1988).

In the context of English language learning, the utilization of videos as a pedagogical tool has proven to be exceptionally valuable. Videos offer a dynamic and immersive learning experience that engages learners across various language skills, including listening, speaking, and visual comprehension. The audiovisual medium not only exposes learners to authentic accents, expressions, and cultural nuances but also provides a contextual understanding of the language.

As the digital era continues to redefine educational approaches, videos become a pivotal resource to meet the evolving needs of learners. The visual context provided by videos enhances vocabulary acquisition, promotes better understanding of grammar and pronunciation, and creates a holistic language learning environment. Moreover, the inclusion of subtitles in videos, as explored in this research through Bimodal Subtitling, serves as an additional layer of support for learners, aiding comprehension and vocabulary building.

Recognizing the importance of videos in learning English, this research delves into the specific impact of subtitles on EFL learners' listening skills. In an era where technology intertwines with education, leveraging the potential of authentic English videos not only aligns with modern teaching strategies but also addresses the diverse learning

preferences of students, making the language learning process more enjoyable, interactive, and effective.

Subtitles are defined as the printed translations or textual versions of the dialogue in films and television programs that you can read at the bottom of the screen when watching foreign films (Canning-Wilson & Wallace, 2000). Zanon (2006) claims that through the use of subtitles, there is a threefold relationship between image, sound in one language, and text normally provided in another language. Sound and text are linked by translation. Zanon (2006) distinguishes three types of subtitling as follows: (1) Bimodal subtitling: from English dialogue to English text; (2) Standard subtitles: from English dialogue to subtitles in the learner's mother tongue, and (3) Reverse subtitles: from dialogue in the learner's native language to English subtitles. In this research implementing Bimodal Subtitling, the initial stage involved selecting English language videos to be presented to students, with the addition of text to support understanding of the dialogue. Within the framework of this research, the main attention will be focused on the translation of the text into Indonesian, which reflects the application of Bimodal Subtitling.

B. Scope of the Study

In this study, researchers looked for the effect of watching Authentic English videos with and without subtitles on differences in English language learners' motivation towards listening proficiency. This research focuses on

the impact of watching authentic English videos with and without subtitles on differences in English language learners' motivation regarding listening skills. The research participants consisted of SMA 3 Kediri students who were studying English as a foreign language (EFL). In total, 32 students were randomly selected. This research was conducted over a period of one academic semester, starting from September to December. Each experimental group involved video viewing activities with and without subtitles, followed by motivational data collection and listening skills assessment.

C. Statement of the Problem

In the realm of English as a Foreign Language (EFL) education, incorporating multimedia, particularly authentic English videos, has become a prevalent practice to enhance language skills. One crucial aspect of language proficiency is listening skills, which play a pivotal role in effective communication. With the growing accessibility to diverse learning resources, the use of subtitles in authentic English video content raises questions about its impact on both listening skills improvement and learner motivation.

1. Does watching authentic English videos with subtitles affect on the improvement of EFL learners' listening skills compared to watching without subtitles?

2. Is there a significant difference in the level of motivation for developing listening skills between students who watch authentic English videos with subtitles and those who watch without subtitles?

These questions frame the core concerns of this research, aiming to delve into the nuanced relationship between the presence of subtitles in authentic English videos and its effects on EFL learners' listening skills and motivation. The findings of this study seek to contribute valuable insights to the ongoing discourse in language education, offering evidence-based recommendations for educators and policymakers alike.

D. Purpose of the Study

In the dynamic landscape of English as a Foreign Language (EFL) education, the integration of authentic English videos has emerged as a promising avenue for enhancing language skills. Recognizing the significance of listening skills in effective language acquisition, this study aims to meticulously investigate the impact of incorporating subtitles into authentic English video content. The overarching purpose of the study is twofold, focusing on both the improvement of EFL learners' listening skills and the motivational aspects associated with these learning methods.

1. to find out the Effect of Watching Authentic English Videos with and Without Subtitles on Improving Listening Skills in English as a Foreign Language (EFL) Learners

2. To Analyze the differences in motivation in developing students' listening skills in watching authentic English videos with subtitles and watching them without subtitles

This research endeavors to shed light on the nuanced interplay between subtitles, authentic English videos, and their impact on the multifaceted aspects of language learning. By addressing these objectives, the study aspires to provide valuable insights for educators, curriculum developers, and policymakers, fostering an evidence-based approach to optimize EFL learning environments.

E. Significance of the Study

1. English department students

This research is expected to be helpful for English Department Students in giving some knowledge about the effects of watching authentic English videos with and without subtitles on different motivations and as an additional reference for students in learning English on listening skills

2. The teachers of SMAN 3 Kediri

The results of this research can be used as a reference for teachers to teach their students with learning methods using English videos and give knowledge about the effects of using subtitles on differences in motivation among students

3. Other researchers

The researcher expects that this research can help other researchers in their research about the effects of watching authentic English videos with and without subtitles on different motivations

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