

THE USE OF SUBTITLED VIDEO IMPLEMENTED IN TEACHING LISTENING COMPREHENSION AT HIGHER EDUCATION DURING PANDEMIC: STUDENTS' PERCEPTION

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan tentang penerapan pembelajaran dan persepsi para mahasiswa mengenai pemahamannya dalam mendengarkan materi yang diajarkan melalui video, baik menggunakan subtitle maupun tidak. Partisipan dalam penelitian ini adalah 25 mahasiswa yang sedang menempuh mata kuliah *Listening* di semester dua jurusan Pendidikan Bahasa Inggris di salah satu Universitas di Surabaya yang berlangsung secara daring. Dalam pengambilan data, peneliti menggunakan metode kualitatif melalui observasi pembelajaran dengan menggunakan *fieldnotes* serta wawancara *Open-ended questions* pada 7 mahasiswa dengan menerapkan data transkrip. Analisis data yang digunakan, yakni *Familiarizing and Organizing*, *Coding and Reducing*, dan *Interpreting and Representing the Data*. Hasil penelitian menunjukkan bahwa mahasiswa lebih cenderung memahami materi *listening* dengan menggunakan *subtitle* yang diterapkan pada ujian *listening*. Hal tersebut dapat dibuktikan dengan rata-rata nilai ujian para mahasiswa adalah 89/100 poin, dengan median menginjak angka 89/100 poin, dan skor berkisar 69-97 poin. Sedangkan, pada perwakilan 7 mahasiswa yang diwawancarai mengenai persepsi penggunaan *subtitle* dalam mendengarkan, terdapat 5 orang yang masih mengacu pada *subtitle* dan 2 orang lainnya mampu menggunakan *subtitle* dengan bijak. Dari penelitian ini dapat diketahui bahwa, dalam mendengarkan video, mahasiswa melakukan analisis di awal untuk memahami apa yang dikatakan oleh pembicara. Jika menurut mereka materi audionya sulit, mahasiswa akan menggunakan *subtitle*. Sedangkan beberapa mahasiswa lainnya ada yang memilih untuk tidak menggunakan *subtitle* dengan alasan ingin meningkatkan kemampuan bahasa Inggris mereka.

Kata Kunci: Pemahaman Mendengarkan, Media Pembelajaran-Audiovisual, dan Video ber-*subtitle*.

Abstract

This study aims to describe the application, students' perceptions and understanding towards listening to video material with or without subtitles. The participants in this study were 25 students who are taking online listening courses in their second semester at one of the universities in Surabaya. In collecting the data, the researcher used a qualitative method through learning observations using field notes and open-ended questions interviews with seven students by applying transcript data. The analysis of the data used familiarizing and organizing, coding and reducing, and interpreting and representing. The results showed that students were more likely to understand the material by using subtitles. This result is proven by the average test score of the students is 89/100 points, with the median stepping is 89/100 points and scores ranging is 69-97 points. The result of the interviews conducted with seven students, five students still referred to subtitles, and two others were able to use subtitles wisely. From the result, it can be seen that, in listening to the video, students conduct an analysis at the beginning to understand what the speaker is saying. If they think the audio material is difficult, students will prefer to use subtitles. Meanwhile, some other students chose not to use subtitles because they wanted to improve their English skills.

Keywords: Listening Comprehension, Learning Media-Audiovisual, and Subtitles Video.

INTRODUCTION

Due to pandemic, on July 6th, 2020, The Ministry of Education and Culture gave an instruction to conduct 'Distance Learning'. Distance learning is a learning process from official and formal institutions that are without face to face with each other by using learning media that uses technology to interact with teachers and students. The

learning techniques and methods needs to be renewed to adapt to the current situation by utilizing technology and online platform as learning media as how the government suggested.

Learning Media-Audio Visual

Learning is an activity that involves both parties, the lecturer and the students. The learning process consists of

activities to obtain information from the learning materials, skills, and positive values by utilizing intermediaries and various sources of material and media as facilitators (Riyana, 2009). Learning media, as a communicator, delivers message and receives students' feelings, thoughts, desires, and attention in the learning process (Miarso, 2009), develops knowledge through instructional components, including messages, tools, and people (Jalmur, 2016).

In this pandemic situation, the use of learning media to deliver material and information can be done through many sources, and there are various kinds of media that can be found on online platforms. One of them is audio-visual media. Audio-visual is a source of teaching materials used to convey the meaning and provide related information with the sense of hearing (audio) other than reading. (Dike, 1993)

The audio-visual media that is commonly used is video. In this situation, where teaching and learning process between students and teachers uses an online video conferencing tools such as zoom meeting, google meet, Microsoft teams, and others, the teachers provides a PowerPoint material and sometimes, videos. Of course, the students will listen to all of the videos, but it is still doubtful that the students really understand the material given or not.

Subtitled Video Material

The effectiveness of subtitles to help L2 students' listening comprehension in viewing video material, is doubtful. It is controversial question whether adding the subtitled or will not improve students' understanding. Using video subtitles can be inconvenient since learners must read and listen simultaneously. Meanwhile, video subtitles increase positive support, reduce learners' anxiety, and help them prepare to view videos without the text in the future (Vanderplank, 1988). (Zanon, 2006), defines a subtitled video can provide the learners with a threefold link between picture, EFL sound, and text. This form of connecting sparks strong connections for utilizing and remembering language frequently (Gorjian, 2014), because viewer simultaneously reads the statements in dialogues on the screen, watches the images, and listens to the dialogues.

Strength and Weaknesses of Listening Section

In carrying out learning for listening comprehension in students, there can be several benefits from subtitled videos. Students were offered contextual information to learn language through their capacity from subtitled audio-visual programming when the tasks were carried out (Caimi, 2006).

- a. According to (Beauprez, 2014) watching or reading the subtitles might be considered a low-effort activity.
- b. According to (Gorjian, 2014), subtitles provide many benefits that encourage learners by allowing them to feel comfortable and competent, as well as monitoring their speech and learning new vocabulary.

Underwood& Kenworthy (1989), organizes the significant problems for listening as follows:

Lack of control over the speed at which speakers speak, inability to get things repeated, the listener's limited vocabulary, failure to recognize the "signals," problems of interpretation, inability to concentrate, and established learning habits. The gap in the research study titled "Using Learning Media to Increase Learning Motivation in Elementary School"(Puspitarini, 2019), the audio-visual product of development still needs improvement in the development or selection of appropriate audio and more innovation in the creation of the quality video. The final result may serve as the basis for further development in presenting material in the learning media.

Teaching Listening Comprehension at Higher Education

According to (Glyn, 1989)in his book entitled 'Practical Classroom English,' Oxford University has written several stages of procedures in teaching that consists of 6 parts; (1) Classroom Routines: Beginning the lesson, Running the lesson, and Ending the lesson; (2) Involving The Learners: Getting students to join it, Classroom etiquette, and Confirming and encouraging; (3) Managing The Classroom: Managing the physical environment, Managing the learning environment, and Using classroom creatively; (4) Working with The Textbook: Using textbooks, using introductory text, and Managing exercises; (5) Using Technology: Displaying information, Working in the language laboratory, and Using computer; and (6) Developing Skills: Working on the spoken language, Working on the written language, and Developing academics and thinking skills.

Listening comprehension is the ability to understand and make sense of spoken language in addition to hearing what is being said. It involves defining and understanding second languages sound patterns, such as phonemes, stress, rhythm, intonation, and tone, as well as comprehending the meaning of individual words and the grammar of the sentences (Wagner, 2010). According to (Hasan, et al, 2019), using videos instead of audio-only instruction in teaching English is better due to the benefits of several input modalities. Video helps students learn and comprehend more by drawing their attention to auditory and visual information.

The explanation above in line with A/a previous study at Golestan University, (Rokni& Ataee, 2014) investigated

the impact of employing video subtitles on enhancing listening comprehension in EFL students. A total of 45 people was split into two groups: one watched an English film with subtitles. At the same time, the other saw the identical film without subtitles. The group that viewed the subtitled version had a higher score on the post-test regarding listening comprehension. In conclusion, this previous study showed that videos with subtitles increase listening comprehension.

From many explanations from the experts above and previous studies that have been conducted, using subtitled video as a learning video, however, has weaknesses as how it is stated earlier. Therefore, this study aimed to explore the implementation process and the students understanding towards the material taught by listening to the subtitled and non-subtitled video. The research subject to this study are 25 English Education study program students, who are in the second semester, at one of the universities in Surabaya. The researcher forms two research questions, such as follows:

- a. How is the implementation of subtitled video in teaching listening comprehension in higher education?
- b. How are students' perceptions toward the implementation of subtitled videos in teaching listening comprehension in higher education?

METHODS

Research Design

This research used qualitative research, to see how the students' perception in teaching and learning process relates to their understanding of listening to video material with or without subtitles. The observations in class used field notes involves words or writing, pictures involving human participation, events, objects, and conversations to understand a phenomenon rather than use statistics and (Ary, & Walker, et al 2014). The researcher used qualitative data analysis aimed to determine a students' perception of the use of the subtitled video by interviewing and implementing video material. It is used with or without subtitles in specific courses with a focus on listening classes by observing with field notes.

The researcher collected the data by observing the learning process used field notes and open-ended questions in the interview to explore the students' perception. Perception is lower processing, which begins with the information on the receptors. Upper processing interacts to determine the perception of knowledge of the observer (Goldstein, 2017). Perception is identifying and organizing, collecting and storing, and interpreting (binding the knowledge) sensory information generated by

the human senses of sight, hearing, touch, smell, and taste (Silvia, 2009).

Based on the statement (Rossman, 1989), observation is collecting systematic data that involves habits. According to (Kawulich, & Holland, 2012) revealed that observation is a tool or technique for collecting data. Based on research by (Abror, 2021), cited (Cohen, Manion, & Morrison, 2011) there are two types of questions used in questionnaires and interviews: Open-ended and Close-ended. Open-ended is used to retrieve data with more and longer explanations and further investigate an issue with many samples. This research use open-ended questions for interviews in order to take more explanations to the research subject. An interview is used to extract additional data from individuals and give a comprehensive set of data (Qu, & Dumay, 2011).

Research Setting

This research was carried out long-distance classes and the lecturer terms. However, looking at the current conditions, it is still possible to dominate distance research using digital media to conduct class meetings in the middle of a pandemic. The meeting uses Google Meetings for more extended access without any restrictions. This research was conducted at a state university in Surabaya. It involves participants from English Language Education who were used to listening courses.

Subjects of the Study

The subject taking part in the research were 25 English education students from the second semester. The participants are taking a listening course at this time. Moreover, a lecturer participated in the learning process by doing the teaching stages for data collection.

Data and Source of Data

In this first research question, the researcher observed the learning and teaching process using learning media in the lesson plan from the lecturer. Moreover, students as a data source, focusing on videos containing video material using subtitles and non-subtitled following the semester courses. Then, after knowing the initial results, observations were made with the teaching process using video material without subtitles and using subtitles using fieldnotes or utterances of data during observation. The observation stage in the learning process is to answer the first research question.

After observing the classroom learning process, answer the second research question. This study used an interview open-ended question process to find out how the responses and students' listening comprehension as a source of data. After undergoing the learning process, strengthen the

research evidence in research question number two with result data by transcript text or utterance of data.

Data Collection Technique

This research follows the learning media development in the second-semester lesson plan, which follows university regulations by involving subtitled and non-subtitled video material. Then, during the class meeting, the material video was played for listening courses in students' understanding of it. When the learning and teaching process occurs between lecturers and students, researchers observe and pay attention to students' circumstances, statements, expressions, and habits. When the learning is finished, the interview with open-ended questions about the students' and their understanding when listening. Students' statements on these were collected for research results to support research data.

Data Analysis

After collecting the results of the interview data, the researcher analyzes it by explaining and describing the class observations and the interview results by transcribing from audio into descriptive and explanatory text.

1. Familiarizing and Organizing

In the familiarizing and organizing process, the researcher should become acquainted with the data by reading notes or papers, watching videotapes, and often listening to audio recordings (Ary, Jacobs, Sorensen, & Razavieh, 2010). According to (Ary et al., 2010), Reading and rereading notes and transcripts, seeing and studying videotapes, and listening to audio tapes several times should help the researcher connect with the data. Therefore, the researcher syncs and organizes the collected data through class observation, field notes, and recordings during the interaction of lecturers and students during the learning process in the form of videos—the results of interviews for students' video material with subtitles in their listening comprehension.

2. Coding and Reducing

According to (Ary et al., 2010), codes can express information that you expected to find, information that you did not expect, and fascinating or uncommon information. After familiarizing them with the data, the study tries to apply codes to each relevant piece of information in the data. The codes help identify certain main points observed in the data.

3. Interpreting and Representing the Data

Ary et al., (2010) state that when it comes to qualitative research, researchers will describe what they know, backed up by the data they get. Therefore, the data that

interpret should be based on the information gathered by the researcher in the field. The researcher cannot minimize or add more data that does not match the collected data. Then there is representation, which is how the information is displayed.

Interview Questions Attachment

- Students' Perception of Subtitled Video Material
- Students' Perception of the Implementation of Subtitled Video Materials
- The Advantages of Subtitled Video Material for Listening Comprehension
- The Disadvantages of English Subtitled Video Material

RESULT AND DISCUSSIONS

L: Work on the worksheet according to the instructions in the book with the YouTube link provided. If there is a problem, please ask! We will discuss this listening topic and the worksheet answers in the next meeting. I will also ask your opinion about this exercise regarding your understanding of listening at the next meeting. Do you understand? Feel free to ask! That is Okay.

The subject of this research is at a university in Surabaya with 25 students participating in class C with the 'Critical Listening' course in the 2nd semester. Seven people are willing to be interviewed. Research with classroom observation was held three times with asynchronous and synchronous modes. Observation of class results from fieldnotes sources during the learning process.

The lecturer greeted in the first meeting, introduced the students, and gave directions to work on WORKSHEET 1. Lecturers give directions to students by doing according to the instructions in the electronic book. The practice questions lead to listening and viewing videos with embedded links to YouTube. Incidentally, the learning process also applies to the research objectives and procedures. That is by implementing video material with listening. Even at the beginning of the semester, the students took listening courses with audio-only with online and distance learning. However, the students seemed to have difficulty with the time given at this meeting. They were still in the process of understanding new things by listening.

The lecturer greeted the students in the second meeting and gave directions to work on the 2nd WORKSHEET. Lecturers also provide the opportunity to ask questions if there are problems or difficulties in doing the work. In this listening course, students need time to replay the sound in the video material to answer the exercise. However, students should focus their listening with visuals and reading subtitles to stay balanced and understand the

material while under pressure to work on tasks simultaneously.

L: What do you think is the topic of the CHAPTER 1 discussion? What was talked about? Unmute the mic to give your explanation, please!

S2: I think it is about "Oldest Pupil in The World."

L: Good Job! Does anyone know the meaning behind it?

S3: In my opinion, older people are educated at the primary to secondary level in remote places. They still want to learn because the location is far and left behind by education and lack of technology.

L: What do you think as a future teacher candidate?

S4: I will try to provide education wherever I am, significantly if I can change the education system. In my opinion, education does not look at age, and knowledge is essential for anyone.

L: How can you understand the material well on this topic? Do you listen live or use subtitles in the available features?

S5: Little bit, ma'am, due to my lack of mastery of English vocabulary

The lecturer gave greetings in the third meeting and introductions by seeing the new faces of the students for the first time. The lecturer provides information to hold a sudden 'Listening Test' to measure the level of students' understanding in listening to video material sourced from the YouTube platform. After the test ends, the discussion of answers and the result of test scores. The test was carried out simultaneously with the camera to find out how the students were doing. The students' scores showed that the average test was 89/100 points, the median was 89/100 points, and the scores ranged from 69-97 points via Google Form.

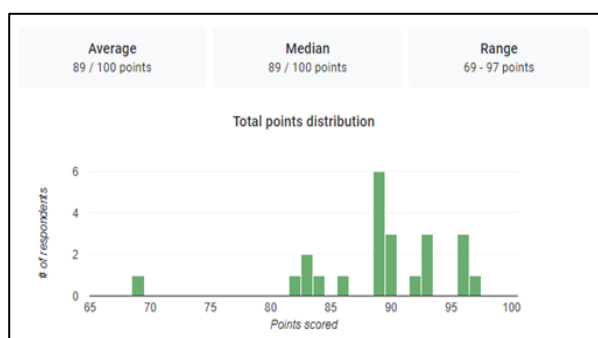


Figure 1. Total Points Distribution

Then the lecturer gave directions, provided material related to the listening test, and discussed the answers to Worksheets 1 and 2. The lecturer allowed the students to speak up the answers according to their opinions of the students. Many students participated in answering, and every time a question was addressed to the students one by one, they could answer properly and correctly.

Learning at the third meeting can be said to produce good results with the results of the students' scores with a

high average. Seeing how students respond to discussions and individual questions given to lecturers, students can answer quickly by providing evidence from video material. It concluded that learning by listening to video material with subtitles can make it easier for students to work on and understand the material. However, there is a possibility that if students are accustomed to subtitles, it will slow down the process of improving their listening skills.

The Result of Students' Perception with Open-Ended interview

In the form of open-ended questions, there were several additional questions with 7 participants—the addition of an essay questionnaire to strengthening the study results with 20 participant responses.

Students' Perception of Subtitled Video Material

S: For now, I like to see video material with subtitles because I can understand easier what the people say in the video. Sometimes, when I see the video in English without subtitles, I feel stuck and don't know what he/she said. The accent is very different from Indonesian speaking in English. But as a student in English Education major, I have to try to see the video without subtitles because I have to improve my skill to become a good teacher in the future. I recommend watching videos without subtitles because it can improve our skills to be better when listening. If you're stuck and don't know what he/she said, you can ask your teacher or lecturer so they can help you to learn about the video.

In research during the first- and second-class meetings, students were given worksheets on critical listening courses with video links embedded in electronic books. As a result, students can work on instructions and begin understanding what is being heard in video material with subtitles or without subtitles. It can describe the understanding of the material provided. After the class meeting, an interview was conducted with questions that included the students' perceptions of the subtitled video material.

The results of the interview present different answers relating to the questions asked. Their perception of the answers from this interview is that the students thought that listening to video material with subtitles was easier to understand to avoid misinformation on the material being listened to. It also helped provide to help them when speakers had difficulty pronouncing or had different accents. The subtitles on the video material make them understand new vocabulary and good pronunciation while listening. Most of them are comfortable and enjoy having subtitles while listening. However, 2 participants felt that it would be a little challenging to listen to the audio in the video material and read the subtitles simultaneously

because it would bother their focus and concentration on their understanding while doing their worksheet.

Students' Perception of the Implementation of Subtitled Video Materials

S1: In some cases, subtitles can be very helpful when we cannot hear a sentence or a word. Not depending on the subtitled material will boost my listening skill.

S3: Listening to videos with subtitles gives me the motivation to continue learning to listen to words that are rarely heard and to pronounce difficult words.

S1: Using subtitles or not when watching video material, I think it is just adjusted to the ability to know about my vocabulary. When the video uses easy vocabulary or the accent is precise, I think I don't need to turn on the subtitle. When the video was hard to understand, I used the subtitle too.

S4: I'm more tired when I listen to videos without subtitles because I will repeat the video until I understand. It takes a lot of time.

S5: in this case, the video without subtitles is more motivates me to understand hearing because in videos without subtitles we required to understand the pronunciation of words that are not necessarily the same as what we hear, so it makes me need to continue to learn and develop.

This interview is about the participants implementing video material with subtitles in the course and focusing on listening. These questions relate to students' understanding when learning takes place, encouraging and motivating students to understand the material while listening.

The data results show the average answer that listening to subtitled video material can understand material information clearly and know how to pronounce and spell each word. Depending on how the speaker speaks, slower or faster to understand what is being said can strengthen two senses: listening and seeing carefully.

However, on the part of how students feel to be tired or not, the answer is different. Most find it helpful and enjoy listening to subtitled material videos. However, it turns out that four people feel tired of doing both because they have to repeat the video to find out the audio or speaker when speaking and see subtitles. Some of them feel tired without using subtitles. There is one person who feels that if he repeats a video with a rugged speaker, he feels that his vocabulary is still lacking. Moreover, he uses subtitles indeed. Vice versa, if he feels that the speaker is easy, he will not use subtitles to improve his listening and vocal skills.

To motivate their learning, they have different answers. Some students use subtitles when listening because their English skills are still not mastered. At the same time, others prefer not to use subtitles or choose both. Because without it, subtitles can train and encourage them to

improvise their listening, speaking, pronunciation, and vocabulary skills.

The Advantages of Subtitled Video Material for Listening Comprehension

S2: From the pictures, speaker's activities, and expression.

S3: After I heard the video material with subtitles, there were many words written in the subtitles that I did not know the meaning of yet. I write down that vocabulary and look for meaning in the dictionary, internet, or from situations and tone speakers in video material.

S1: I will remember and imitate the pronunciation of words I did not know before so that when I hear the word again, I will not feel confused anymore.

S4: I might improve my pronunciation skills after listening to videos with or without subtitles.

S5: There are tons of things to improve my language skill from listening, but I practice writing and using the exact expression in the video daily.

S6: I usually practice watching movies or listening to music to improve my listening skills.

S7: Of course, listening to videos with subtitles will make it easier for me to understand the material because there is immediately writing from the content of the material contained in the video.

The participants answered that they found some new vocabulary when they had difficulty understanding new words and recorded them. Then the participants looked for their meaning from various dictionary sources. Participants also listen, see, and imitate how to pronounce the word correctly to memorize it.

Then, the students improve their other skills by listening to the video subtitles. The results showed they recorded a summary of the core material, practiced speaking, memorized new vocabulary, and listening exercises to improve their English skills in addition to listening. The subtitled video provides the right 'word' that the speakers are talking about. With subtitles, the student can have a view of what the material is explained. Subtitled also makes it easier for students to take notes on the material.

The Disadvantages of English Subtitled Video Material

S1: Because we need to see the video, catch what the speaker is saying, and sometimes read the subtitle simultaneously.

S2: No, I focus on both. The video makes the material presented visualized, making it easier for me in terms of depiction. It is different from subtitles which aim to help in terms of listening comprehension.

S3: BOTH OF THEM. When you watch the video, you want to get the information. If I want to get both of them, I automatically focus on the video and the subtitles without any confusion.

S4: I focus on something that can be caught my eye. Suppose the visual of the video is more interesting. In

that case, I'll focus on the video. However, if I need information from the video, I will focus on subtitles.

S5: If you use subtitles, it will shorten the time because the material is easy to understand, and if not, it will take a little longer because you have to repeat the video many times. Yes. I need to repeat the video to understand all the materials.

In this case, the participants gave their perceptions of the shortcomings in listening to subtitle video material. At least the participants had difficulty doing simultaneously. Listen to speaker audio that is sometimes too fast with a different accent. These subtitles are too slow or fast to appear, focusing on video visuals. However, most of them feel able to compensate because it is helped by the subtitles, video, and audio. Most of them repeat videos to listen to speakers speak and read subtitles and video visuals to avoid missing information to answer questions related to the video. Participants focus a lot and understand the material by repeating it.

During the interview, some participants also felt that relying on subtitles would not improve their skills continuously. Therefore, this participant also distinguishes when to use subtitles wisely. As an example of a listening worksheet, they will analyze it at the beginning of the video. If the speaker and vocabulary feel easy, then they do not use the subtitle. If it is difficult, then they will use subtitles. At certain times such as listening tests, they did not use subtitles to test his ability and evaluate it.

In the representatives of 7 students interviewed regarding subtitles in listening, five people depended on subtitles, and two people used subtitles wisely. The dependence on subtitles is due to the limited vocabulary that is not broad enough, the native speaker's accent is different and unfamiliar, the speaker's speed in dialogue, and freshmen who have not adapted to the new educational environment. Meanwhile, students wisely use subtitles because they want to improve their English skills without using them. If the audio material is complex, the student will use it. At the beginning of the video, they analyze when they know what is being said and understand the speaker.

CONCLUSION

As defined by (Zanon, 2006), a video with subtitles can provide EFL sound or speakers, images, and text simultaneously and connected. It is used in learning by remembering frequently sparked languages using video subtitles that are implemented in teaching listening comprehension. It is concluded that subtitles make it easier for first-year students in this pandemic period to understand their listening. If the students do not meet, class meetings can still be carried out effectively and successfully and planned in semester learning plans and

electronic book media. According to (Vanderplank, 1988), many still argue that using subtitles on videos can be inconvenient for learners who have to listen and read simultaneously. Meanwhile, video subtitles can reduce learners' anxiety and help listening performance without using subtitles in the future.

Suggestion

The teaching stages describe in this study can also be used as a new reference in further research in the form of methods and techniques of teacher learning in providing students' understanding through material video or audio-visual media. The result of the study suggests using quantitative methods in the test to be more accurate in assessing how far the learners' understanding is with the score. For the learning method, use a balanced way of using subtitles to form listening comprehension skills and other skills. Furthermore, students and learners can be wiser in choosing the right time to use subtitles in listening classes.

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