



# **The Efficacy of Using Subtitled Video in Teaching Reading to Indonesian English as Foreign Language (EFL) Students**

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## **Abstract**

This research aims at finding out the efficacy of using Subtitled Video in teaching reading especially stories to Indonesian English as Foreign Language (EFL) students. The main question of this research: Is the use of Subtitled Video effective in teaching reading stories to Indonesian EFL students?. The research can be an addition to the persisting teaching reading of English particularly the use of the Subtitled Video. This research was conducted at the tenth-grade students at SMA Kristen Mercusuar Kupang, an Indonesian High School. The total number of samples was 25 students. The research used a pre-experimental method with a pre-test and post-test design. The pre-test was given to find out the basic ability of the students in reading and the post-test given to find out the students' improvement in reading after giving the treatment by using Subtitled Video as media. The findings show that using the Subtitled Video as media is effective in teaching reading to Indonesian EFL students. It is supported by the result of the significance test through SPSS 20 program that the P was 0.00. Therefore, it is recommended to use the Subtitled Video in developing students' competence in reading of Indonesian EFL students.

**Keywords:** Indonesian EFL students; Subtitled Video; teaching reading

## Introduction

Reading skill is an impactful tool for obtaining a wide range of specific information involving science and technology. Reading also has an essential role in widening knowledge to access information and make meaning. Reading is not an easy process because it requires the work of the eye and brain to get information from the passage. So, to make the students read effectively, efficiently, and correctly, the teachers should prepare good material in teaching English, especially in reading.

When the writer did observation in SMA Kristen Mercusuar Kupang, he found that some of the students do not know how to understand a reading text and he found that the students still didn't understand about the reading skills material. Even though the students always learn it before the writer did observation there, they still confused about it.

To solve these problems, the English teacher try to apply various teaching techniques, or the teacher has to create class atmosphere of how to encourage student's reading ability. A teacher plays an important role in teaching and learning process in classroom activities. He or she is responsible to determine the aim of teaching and has to create favorable situation in motivation the students to study. To teach successfully, an English teacher has to use certain strategies to make the students understand the lesson. One of the techniques that can be used by a teacher in teaching reading namely using subtitled video as media.

According to Danan, (...) videos enhanced with captions or subtitles can be a powerful educational tool in various ways. For example, they can; 1) aid language learning by assisting students in visualizing what they hear; and 2) improve language comprehension and greater depth of processing. Besides that, Jan-Louis Kruger and Faans Steyn (...) indicated a significant positive correlation between comprehension and subtitle reading.

In addition, Subtitled video is considered one of the most beneficial and effective ways to teach reading skills in the comprehension context. Using subtitled videos encourages the students to pay attention to the lesson, piques their interest in it, and fosters a positive learning environment in the classroom. Furthermore, the students can benefit greatly from broadening their communication, expressions, and phrases. Besides that, by watching videos with sound and pictures, students can have fun, relieve stress, and keep an open mind when learning and perceiving words, so they do not feel burdened when learning English.

Subtitles, according to Spanakaki, are textual versions of dialogue in movies and television programs that are typically showed at the bottom of the screen. They can be either a written translation of a conversation in a foreign language or a written providing the dialogue in the same language with or without additional

information. Subtitles can motivate students to study English outside the classroom context

Some advantages of using subtitled video such as: (1) Students may grasp the way to pronounce many words, (2) Students may learn to process text in the foreign language quickly and increase quick reading by trying to maintain with the subtitles along with the dialogues, (3) Students may develop word recognition skills, (4) Students can conceive the humor that would be difficult to identify without the captions help, (5) Subtitles allow learners to follow the plot easily. (6) A caption can reinforce the understanding of English context-bound expressions and help learners to acquire new vocabulary and idioms, (7) Subtitles can enhance students' concentration in following lines (.....)

Teaching reading is a challenge for a teacher because not all learners can comprehend what they have read. Subtitles use can play a crucial part in the reading class to help surmount this problem. Video with subtitled makes it the students more possible to remember the message. Viewing the subtitled words in meaningful and stimulating conditions can increase the language learning process, advance the comprehension of the content, and improve vocabulary.

Text in the arrangement of subtitles assists students to notice a dialogue that loses otherwise possibly. When unsubtitled TV shows and movies can build a sense of insubstantial and discomfort for learners, the merger of subtitles presents instant feedback and good affirmation that assists in creating a feeling of conviction in students. That sense of assurance can motivate and help them feel ready to watch foreign movies, news, television, and so on with or without the bolster of subtitles soon

Based on the explanation, the researcher is interested in conducting a research under the topic "the efficacy of using Subtitled Video in teaching reading especially stories to Indonesian English as Foreign Language (EFL) students", as a result in real situation he does not find an adequate and appropriate strategy teaching reading in SMA Kristen Mercusuar Kupang, an Indonesian High School it may be caused by most English teachers still teach by using conventional method in teaching reading. Therefore, it is very important to provide an alternative media to improve student; it is assumed that using subtitled video might for improve the students' ability in mastering reading skills.

From the background of the study, the researcher formulated the research questions such as below: Is the use of Subtitled Video effective in improving students' reading skills?. Then, the researcher formulates the objective of the research as follows: To find out the effectiveness of using subtitled video in improving the ability in reading at second year students of SMA Kristen Mercusuar

Kupang. This research is expected to be useful information for teacher and the students about teaching reading through subtitled video. Also it expected to be a reference for the next researcher who wants to do a research about teaching reading with subtitled video. The scope of the research focused on improving students' reading skills in the comprehension context by using subtitled video at the eleventh-grade students of SMA Kristen Mercusuar with considering some reading skills such as skimming, scanning, and intensive. The subtitled video used in this research was English news. The duration of the English news video is about 3-9 minutes. The videos inform about the latest things happening in the world.

There are some previous studies related to the research. The first research which has relevance with this research was conduct by Gustian Pelani (2016), "The Effect of Subtitled Animated Cartoon Videos on Students' Reading Comprehension (A Quasi-Experimental Study at The Sixth Grade Students of SDIT Al-Hasanah Kota Bengkulu)." This research tries to improve learners' achievement in reading comprehension through subtitled animated cartoon videos. This research was conduct by using experimental research. The research subject is sixth-grade learners of SDIT Al Hasanah Kota Bengkulu that consists of 52 students take from two classes. The result of the research showed that the use of subtitled animated cartoons was effective in improving learners' reading comprehension scores.

The second research which has effective with this research was conduct by Asni Furaidah, Ngadiso, and Muhammad, "Watching Video With English Subtitle As An Alternative To Improve Reading Skill," The research objective is to find out the correlation between watching a video with English subtitles and its contribution toward reading skills. The participating subjects in this research were the second-semester students of the English Education Department of Universitas Sebelas Maret that consists of 33learners. The resulting study showed that the habit of watching a video with English subtitles is an alternative to improve reading skills.

The third research which has relevance with this research was conduct by Dea Utami Permatasari, "The Effectiveness of Movie Subtitle to Improve Reading Comprehension." Thesis, Department of English Language Education, Faculty of Education and Teacher Training, Ar-Raniry State Islamic University Darussalam. The research aim was to investigate whether movie subtitles can improve students' reading comprehension. In conducting this research, the researcher collected data from tests and questionnaires. The subjects of this study were 26 learners of class X MIPA 4 SMAN 7 Banda Aceh. The result of the research showed that the learners' result was sharply improved. There was a 60.11% increasing from pre-test to post-test. Moreover, based on the analysis questionnaire, most of the learners gave positive responses to this technique. 69.2% of the learners agreed that movie

subtitles could help them from reading text.

The similarity of previous and present experimental research lies in the research method that remains the same. The difference lies in the subject of the study and the kind of subtitled video and the online way of this research. The sample of the previous study were students of elementary school, the tenth-grade students of senior high school, and university students, while the subject of this research was the eleventh-grade students of Senior high school. Subtitled videos used in the previous study were animated cartoon videos and movies. While in this research, the researcher used English news videos

## **Method**

In this research, the researcher applied a pre-experimental method. Pre-experimental design used pre-test and post-test where pre-test was held before treatment and post-test after treatment. The population of this research was the tenth grade students at SMA Kristen Mercusuar Kupang, an Indonesian High School. In determining the sample of this research. The researcher took 24 students as sample of this research. The writer used reading test to measure the students' ability in mastering reading text. In analyzing data, the researcher giving score to the students based on the result of their reading test in pre test and post test. The last step of the data analysis was the hypothesis testing. The hypothesis was tested by using inferential statistics. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is, a test to know the significance difference between the result of students' mean score in pretest and posttest.

## **Results**

From the result data analysis, shows that the mean score of the students pretest was 53 and the mean score of posttest was 85 It means that using subtitled video in teaching reading can enhance the students' achievement especially for the students' reading skill.

From the statistical analysis, the researcher concludes that there is a significant difference between pretest and posttest in enhancing the students' reading ability through subtitled videos as media and a way to deliver learning material. Subtitled video is effective in enhancing the students' reading ability. Based on the describing above, the researcher concludes that one of important point that teacher should accommodate he/she should give full the attention especially in reading skill. Therefore, in teaching reading, one of technique that the teacher may use this media in teaching, especially in some reading skills such as skimming, scanning,

and intensive. The hypothesis was tested by using inferential statistics. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is, a test to know the significance difference between the result of students' mean score in pretest and posttest. Assuming that the level of significance ( $\alpha$ ) = 0.05, the only thing which is needed; the degree of freedom (df) =  $N - 1$ , where  $N = 25$ , then the t-test is 10.81 P is 0.00

From the analysis, the researcher concluded that there was a significant difference between pretest and posttest in enhancing the students' grammar ability through pair work technique as a way to deliver learning process. The result of statistical analysis for level of significance ( $p=0.05$ ) with degree of freedom (df)=  $N-1$ , where ( $N$ ) = 25,  $df = 24$ . The probability value was smaller than  $\alpha$  ( $0.00 < 0.05$ ). it indicated that the alternative hypothesis ( $H_1$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. It means that using subtitled video is effective in enhancing the students' reading ability

## DISCUSSION

Based on the result of data analysis, the researcher found out that the use of subtitled video is effective in developing students' competence in reading skill at the tenth grade students at SMA Kristen Mercusuar Kupang. Actually, there some techniques that we can use to teach reading but the researcher using subtitled video, moreover the application of subtitled video gave good effect in enhancing the students' skill in reading.

Based on the data collected, using subtitled video in teaching reading can enhance the students' achievement. It was proved by students' score on the reading test. All students' score was improved after conducting the treatment through the use of subtitled video in online learning. This research result was in line with previous research conducted by Harry Azhar Ramli who found that video with English subtitles can improve students' reading skills and make the students more live, active, and enjoyable. According to Patria Supangesti et., al., the use of video subtitles helped the students to improve reading skills in the comprehension context. The research showed that the use of video subtitles gave positive implications which affected learning improvement. Video subtitles assisted the students in understanding the text, interpreting words, and improve their vocabulary. The research also revealed that when the video subtitles were applying during the lesson, students became more active and confident while discussing. This research has shown that the use of subtitled video can increase the students' ability in mastering reading.

## Conclusion

The researcher concludes that the use of subtitled video is effective in developing students' competence in mastering reading skill at the tenth grade students at SMA Kristen Mercusuar Kupang, NTT. It was proven by there was a significant difference between the students' mean score of pretest and posttest. The result of statistical analysis for level of significance ( $p=0.05$ ). The probability value was smaller than  $\alpha$  ( $0.00 < 0.05$ ). it indicated that there is significant differences between the result of pre-test and post-test after giving treatment in improving students' competence in mastering reading through using subtitled video in online learning to the tenth grade students at SMA Kristen Mercusuar Kupang NTT.

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