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THE EFFECT OF CAPTIONED VIDEO ON STUDENTS' LISTENING COMPREHENSION

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Abstract

This study focused on the effect of using captioned video on students' listening comprehension of the second grade students of SMA Laboratorium Unsyiah. Quantitative method with experimental study of two groups, pretest-posttest design, was undertaken in this study. The data was obtained from listening test and interview involving 24 second grade students at class XI IPA 2 as a control group (CG), and 24 second grade students at class XI IPS as an experimental group (EG). The data was analyzed using both descriptive and inferential statistics; the results indicated that using captioned videos had a significant effect on the listening comprehension of the students. The results of Independent Sample t-test indicated that the experimental group outperformed the control group in the post-test. The descriptive statistics showed that there was a clear mean difference between the control and experimental groups. In other words, captioned video helps students excel more in listening comprehension than non-captioned video. Therefore, the use of captioned videos can be one of alternative teaching media used by the teacher in teaching English particularly in improving students' listening comprehension achievement.

Keywords: *Listening comprehension, captioned video, non-captioned video*.

INTRODUCTION

Listening is the first skill that human used in learning a language. It also holds a very vital role in language acquisition. Wolvin (2009) stated that listening has been identified as one of the most used and communicated skills in personal, academic, and professional settings. In term of education, Richards (2008) added that the importance of listening skill is greater than before since many entrance or exit exams often include a listening component. Furthermore, the sound, rhythm, intonation, and stress of the language can only be perfectly adapted through listening (Renukadevi, 2014). If students are able to understand the spoken language, they will gain confidence and easier to improve other skills.

Despite its importance in learning a language, listening is often neglected by both students and teachers as it can be learned naturally within the process of language learning (Hamouda, 2013). In result, many students face many problems in listening comprehension. According to Renukadevi (2014), there are four factors which cause students' difficulties in understanding listening text; those are, the message, the speaker, the listener and the physical setting.

Similar problems are also faced by the second grade students of SMA Laboratorium Unsyiah. According to the preliminary data, the listening score of the students were below standard of school standard score. In order to prevent those difficulties to obstruct students' learning process, a special treatment in listening activities should be applied. One treatment a teacher can apply is by using

technology device to supplement listening material. According to Silviyanti (2014), the advance of technology has made listening material become more widely available and listening activities no longer take place in monotonous activities.

Using multimedia such as captioned video has gained more popularity in teaching and learning process. Bird and Williams (2002) define captioned video as same-language subtitles or bimodal subtitles that presented at the bottom of the video screen synchronously with the video soundtrack. According to Mohajer and Pourgharib (2014), captioned video is becoming more common to use in foreign language learning because it is easy to access and to produce and also can provide students with native learning environment which support language acquisition. Using captioned in video is powerful pedagogical tools and is believed to improve second language listening comprehension skill (Winke, Gass, & Sydorenko, 2010). Furthermore, Bird and Williams (2002) emphasized that the auditory, visual, and textual input provided in captioned video help students recognize words as they both see and listen to the words simultaneously. In addition, Hamouda (2013) stated that using relatable listening topics and various kind of input, such as TV shows and movies, are able to catch students' interest and arouse their motivation in learning. This usually decreases students' distraction and fatigue in listening long text (Etemadi, 2012). The use of captioned video in language itself has gained popularity.

However, there have not been many studies regarding the actual effects of captioned video. In order to fill in the gap, we are interested in conducting a research to investigate the effect of captioned video on the second grade students of SMA Laboratorium Unsyiah toward their listening comprehension achievement. We, therefore, formulated a research question: did the use of captioned video improve students' listening comprehension?

METHODS

In this study, we used quantitative research with experimental design. We tried to test the hypothesis on the use of captioned video in improving listening comprehension. In this experiment, we used two-groups, namely Experimental Group (EG) and Control Group (CG). This result would compare the achievement of the students who watched captioned video (EG) and non-captioned video (CG).We calculated the score of pretest and posttest of both groups.

The population of this research study was the second grade students of SMA Laboratorium Unsyiah. They were divided into four classes, namely XI IPA 1, XI IPA 2, XI IPA 3 and XI IPS. From these classes, we chose two classes as samples. The sample was chosen by using purposive sampling technique. In this case, the English teacher of the school chose which class that would be suitable for this research. She chose XI IPA 2 as control group and XI IPS as experimental group. In consideration that both classes had relatively low score of English compared to other classes.

In collecting the data, the instrument used was listening test. Both pretest and posttest used the same level type of test in which students had to listen to an audio and answered 20 comprehensive questions in the form of multiple choices and true-false. The only thing that differed was merely the audio material. The test questions were taken from SMA Laboratorium Unsyiah English Test Bank. The treatment was conducted in three sessions for each class. The students watched one biography video in each session. Meanwhile, the posttest was given after applying the treatment.

The data was analyzed using various statistical analyses including both descriptive and inferential statistics which were used for different purposes. Independent Sample t-test was run for the scores of the pre-test to find if there were any differences among the control and experimental groups and ensure their homogeneity. Also, descriptive statistics including mean, standard deviation, and Kolmogorov-Smirnov were used in order to check the underlying assumptions of normality of the data for post-test. After the assumptions of normality were met, Independent Sample t-test was run for the pre-test and post-test to find if there was any significant difference between the two groups after treatment.

FINDINGS AND DISCUSSION

Based on the mean data alone, the test result indicated that there is slightly difference between experimental and control group of the students' pretest score. This can be seen in Table 1 below.

Table 1. Descriptive statistics of pretest and test of normality pretest.

	N	*Minimum*	*Maximum*	*Mean*	*Std. Deviation*	*Kolmogorov-Smirnova*		
						Statistic	*df*	*Sig.*
CG	24	15	90	53.33	18.68	.098	24	.200*
EG	24	25	95	48.95	21.51	.161	24	.107

In the table above, the result of normality test shows that the Sig. value of both CG and EG pretest data are higher than α (0.05). Hence, the data is from normal distribution.

The independent t-test result also shows that the Sig. value of equality of variances (0,375) is higher than α (0.05). Therefore, it accepts the equal assumption of variances is homogenous. The result also shows that the Sig. value of T-test for equality means (0,456) is higher than α (0.05). So it can be concluded that there is almost no differences between the pretest score of EG and CG.

Meanwhile, in the posttest result, the students showed improvement in listening comprehension achievement. The detail of descriptive data is presented in Table 2 below.

Table 2. Descriptive statistics of posttest and test of normality.

	N	*Minimum*	*Maximum*	*Mean*	*Std. Deviation*	*Kolmogorov-Smirnova*		
						Statistic	*df*	*Sig.*
CG	24	45	85	60.41	13.58	.139	24	.200*
EG	24	55	95	74.167	11.67	.153	24	.149

As both groups showed significant improvement from pretest to the posttest, Independent sample t-test for posttest was conducted in order to find out which group performed better after getting the treatment. The result is presented in Table 3 below.

Table 3. Independent samples t-test for posttest.

	Levene's Test for Equality of Variances		*t-test for Equality of Means*						
								95% Confidence Interval of the Difference	
	F	*Sig.*	*t*	*df*	*Sig. (2-tailed)*	*Mean Difference*	*Std. Error Difference*	*Lower*	*Upper*
Posttest Equal variances assumed	.792	.378	-3.761	46	.000	-13.75	3.656	-21.109	-6.390
Equal variances not assumed			-3.761	44.978	.000	-13.75	3.656	-21.114	-6.385

The table above indicates that the independent t-test for posttest result also shows that the Sig. value of equality of variances (0.378) is higher than α (0.05). Hence, the equal assumption of variances is homogenous. In the Table 3 above, it also shows that the Sig. value of T-test for equality means (0.000) is lower than α (0.05). So it can be concluded that there is a significant difference between the pretest score of EG and CG.

The finding of this study indicates that there is a significant improvement in listening comprehension of the students after applying captioned video. The result also indicates that the students who watched captioned video performed better in comprehension than students who watched non-captioned video. During the treatments, students in control group stated that even after watching several times, they still found it hard to catch several details mentioned in the video if the speaker spoke too fast and in unfamiliar accent. This issue affected their performance in practice test especially when facing detail information questions. However, they admitted that the visual helped them to get general understanding about what was happening in the video. As can be seen in the data result, there is improvement in the listening comprehension in control group. Meanwhile, we observed that the EG students did not ask so many questions either with teachers or students. They stated that they had obtained enough information to answer the practice test. Even though there were some words that they had never known before, they could predict what the words might mean based on the context. As they could both listen and see the words at the same time, they had no problem in answering detail information questions, as proven in the data result which shows significant improvement of listening achievement after getting the treatments.

This finding is in line with Danan (2004) who states that captions can help students visualize the information from audio of a foreign language, as it also helps the audio input be more understandable by bridging the gap between reading and comprehension. This result is also consistent with the findings of Hwang and Huang (2010), Gilakjani and Ahmad (2011), Mohajer and Pourgharib (2014) who also found that the use of captioned video could be beneficial for improving students' listening comprehension skill. We also noticed that captioned video can improve students' listening comprehension skill because it helps them recognize more words and gain more vocabulary. Therefore, it is good for students to practice their listening comprehension by watching captioned video in any genre they find interesting to boost their motivation.

CONCLUSION

The result of this study reveals that the use of captioned video affects the students positively. It is shown in the improvement in the students' listening comprehension achievement before getting treatments and after getting treatments. This improvement is also outperformed the achievement of students who watched non-captioned video in the treatment process. In other words, captioned video are able to improve students' listening comprehension better than non-captioned video.

In addition, based on the interview with the students, it reveals that the students who watched video with caption feel more motivated in learning and felt that it helped them understand the video better as well as gain much vocabulary. Thus, we suggest that teacher may also try to use captioned video especially for beginner or low proficiency students. When students can improve their listening, teachers may switch to higher level of listening or use non-captioned video at this time.

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