



SNAP TO READ

THE CORRELATION BETWEEN THE FREQUENCY OF WATCHING BIMODAL SUBTITLED VIDEOS AND STUDENTS' LISTENING COMPREHENSION

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Abstract:

Listening was a skill that language learners must have. In several studies, listening was an activity that was avoided by English learners due to various factors, but now students were used to practicing listening by watching English videos. This study was a correlational study that aimed to find out how was the correlation between the frequency of watching bimodal subtitled video and students' listening comprehension as well as providing their perceptions toward the use of bimodal subtitled videos for listening practice. This study involved 36 students of 10th grade in Krian, East Java who had participated in a listening program to watch bimodal subtitled videos for two weeks at school. The collected data were analyzed statistically using SPSS 16. The results of the study reported that there was a significant positive correlation between students' frequency of watching bimodal subtitled videos and their listening comprehension ($r = 0.459$, $p = 0.05$). Students also showed positive perceptions of the use of bimodal subtitled videos for listening practice. It could be concluded that students' frequency of watching bimodal subtitled videos was positively related to their listening comprehension and received good responses from them. Therefore, teachers could use bimodal subtitled videos for listening learning activity at school.

Keywords: *bimodal subtitle, frequency, listening, perception*

INTRODUCTION

Listening is a must-have skill as a key to effective communication. Harmer (2015) defines listening as a receptive skill, a way in which people perceive the meaning of what they hear. Information obtained from listening makes people understand the context of the conversation. The speaker's message becomes easily misunderstood and leads to communicative failure when the partner does not have the ability to listen (Vandergrift and Goh, 2012). Besides being used to communicate with others, listening skills are also important in the purpose of learning the language. Listening is considered as an essential skill in language learning. It is a way of learning a language that can provide information to students to build the knowledge needed to use the language (Nation and Newton, 2009). Jafari and Hashim (2015) support that listening is a way for information to be understood, therefore foreign language learners spend more than 50 percent of the time they learn to listen. In short, listening is an important part of the communicative skills that are needed and must be mastered by everyone especially when people learn a new language.

In learning new language, especially English, students tend to avoid listening classes because they have difficulty mastering listening skills. Most students confirm that listening skills are important but they show less interest when doing listening comprehension test because they often become frustrated at answering it (Rokni and Ataee, 2014; Lau, 2017). The difficulties which are faced by students in listening activities in class occur due to many factors. For example some students are hard to concentrate with long listening texts, some difficult to recognize the sounds of unfamiliar words that are different from what they read in written form and what they hear, there is distracting noise in the location, and the speakers speak quickly or use different accents (Jyoti, 2020; Mulyadi, et al, 2017). The difficulties in listening can occur because students are not accustomed to using English in daily

activities so that English is not yet familiar to be heard.

Something that often happens during English classes in Indonesia is when teacher comes with a speaker and students have to listen to a recording of native English speakers, their motivation and interest gradually decline. It happens because students are unmotivated to do listening comprehension test. Besides the problem of students' motivation, teachers' skills and teaching equipment also need improvement. English teachers need more training on teaching listening, and more improvement in the educational environment, resources and teaching aids (Alrawashdeh and Al-zayed, 2017). It can be concluded that listening is still categorized as an uneasy skill for both students and teachers.

Actually, listening is not an instant process; the frequency of listening practice affects students' listening skills. Guo and Wills (2006) say that good listening skills can be acquired with lots of practice. Students have found a way to practice their listening skills when they watch video. Video becomes a well-known and influential tool in learning languages as a motivational, intentional and easy to access audio visual tool (Metruk, 2018; Chaichompoo, 2019). Students think that learning through video has more benefits in giving materials than lectures and books (Bahrani and Tam, 2012; Roblyer, et al. 2010). Students nowadays have been familiar to watch video such as in Youtube or Netflix so they have exposed with many English videos and have been familiar with the use of subtitle (Gouleti, et al, Chien, et al, 2020). It can be concluded that watching English videos can be a way to practice listening.

Watching bimodal subtitled videos is more fruitful for improving listening skill. Bimodal subtitles or intra-language subtitles or L2 subtitles are defined as the transcription of an audio video track into the same language subtitles provided for the benefit of the viewer (Zanon, 2006). It is a combination of English dialogues and English

subtitles (Karakas and Saricoban, 2012). Providing a written form of spoken language is a one way to get better listening comprehension (Napikul, et al, 2018). It can help students in listening process as well as understanding the content of the video (Aksu-Ataç and Köprülü-Günay, 2018, Mustafa and Sari, 2020. Napikul, et al. 2018). It also helps students to understand language conversations that take place very quickly while watching videos (Dumlao, et al., 2020). Considering about the advantages, teacher can ask students to frequently watch bimodal subtitled video as a listening practice.

The use of bimodal subtitle videos to improve students' listening skills has quite good results in previous studies. Dumlao, et al. (2020) inform in their research that bimodal subtitled video has a great level of efficacy in improving students' listening comprehension. Meanwhile, Hayati and Mohmedi (2011) clearly states in their research that the group that use English subtitles performs listening comprehension better than L1 subtitled group and without subtitle group. It is also supported by Aksu-Ataç and Köprülü-Günay (2018), they show that English movies with bimodal subtitle motivate the students and can help them to learn accents and dialects, as well as learn new words so it can improve their listening skills.

Those studies show that bimodal subtitled videos have a good impact on students' listening skills but it has not been explained whether there is a correlation between the frequency of students watching bimodal subtitled videos and their listening comprehension and there is lack explanation about students' perception in using bimodal subtitled video as a listening practice.

Based on the background of the study, the researcher attempts to answer these research questions:

1. How is the correlation between the frequency of watching bimodal subtitled videos and students' listening comprehension?
2. What are the students' perceptions on using bimodal subtitled

videos for listening practice?

This study proposes two hypotheses: (1) Null hypothesis (Ho): There is no correlation between students' frequency of watching bimodal subtitled videos and their listening comprehension. (2) Alternative hypothesis (Ha): There is a correlation between students' frequency of watching bimodal subtitled videos and their listening comprehension.

METHOD

Participants

To select the participants, the researcher used purposive sampling technique. Purposive sampling is a sampling technique with certain considerations because all samples do not necessarily have criteria that are in accordance with the phenomenon under study so that the selected sample must meet predetermined criteria (Sugiyono, 2016). From total population of 10th grade students at SMAN 1 Krian, there were 36 students with an age range from 14-17 who met the criteria, namely joining the listening program of watching bimodal subtitled videos for two weeks, doing two listening comprehension tests, and filling out questionnaires. Thus, 36 students who met the criteria were chosen by the researcher as participants in her study.

Instruments

To answer the first research question, the researcher provided two instruments:

The first instrument was a questionnaire which contained two parts. The first part contained close-ended questions consisting of 14 items about students' frequency of watching bimodal subtitled video, which was presented in the form of Likert Scale which was divided into five degrees, namely very frequently (5), frequently (4), occasionally (3), rarely (2), never (1) and five items open-ended questions about students' perceptions toward the use of bimodal subtitled video for

listening practices. Students' answers to the close-ended questions would be used as a data for measuring the frequency of watching bimodal subtitled video while students' answers to the open-ended questionnaire were going to be used as a data to answer second research question about students' perceptions on using bimodal subtitled videos for listening practice. The questionnaire was presented in a form of Google form of which the link was distributed online through WhatsApp group.

The second instrument was listening tests to collect data about students' listening comprehension. The two listening comprehension tests consisted of 13 and 15 multiple choice questions about recount text. The listening comprehension tests were conducted online by the English teachers as part of online learning activities. The tests were distributed online via WhatsApp group and conducted via Google form. Both questions for the questionnaire and listening comprehension tests had passed the validation test and reliability test using SPSS 16 application and were declared valid and reliable. The data about students' frequency of watching bimodal subtitled video and students' listening comprehension would be used to answer first research question about whether there is a correlation between the frequency of watching bimodal subtitled videos and students' listening comprehension or not.

Procedures

Before collecting data from the participants, the researcher collaborated with the teacher to conduct a virtual listening program for two weeks in February 2022. Students who joined the listening program should watch some bimodal subtitled videos with several genres from narrative, descriptive, until recount with duration between 5 to 30 minutes per video then they were asked to make a summary of every video they watched and wrote it in the table on a sheet of paper that had been provided. This listening program was conducted as a

habituation program so that later participants would have experience using bimodal subtitled videos for listening practice. After that, students who joined the listening program were required to answer an online questionnaire and did two online listening comprehension tests. The listening comprehension test was held twice to get the average listening score of students because it could not be conducted offline in a standard listening room with speaker and headphone as usual due to Covid-19 pandemic situation. School carried out learning activities from home temporarily due to the discovery of some students who were infected by Covid-19. The activities were held after the listening program so the students had already exposed to some bimodal subtitled videos with different genre from narrative, descriptive, until recount for two weeks.

Data analysis

Regarding to research questions of this study, the researcher used correlational research as the research design. Referred to Mertens (2019), correlational research aims to study phenomena involving participant characteristics and focused on providing estimates of the magnitude of the relationship between two variables. After gathering all the data from students' answers to questionnaire and their listening comprehension scores, before conducting a correlation test, the researcher must measure the normality and linearity of data distribution as a condition that must be met before conducting a correlation test. One-Sample Shapiro Wilk Test in SPSS 16 was used to know whether or not the data distribution was normal. This formula was used by the researcher because the number of participants involved in this study was 36 which was less than 50. The result of normality test data distribution showed the significance of student's frequency was 0.503 ($0.503 > 0.05$) and listening comprehension was 0.105 ($0.105 > 0.05$). The data would be categorized as normal if the result was more than the significance level (0.05). Meanwhile the linearity test in

SPSS 16 showed that the Deviation from Linearity value between the two variables had Sig. $0.504 > 0.05$. It meant that there was a linear relationship between two variables. Thus, in accordance with the results of normality and linearity test, the researcher used Pearson Product Moment Correlation to find out how was the correlation between the frequency of watching bimodal subtitled videos and students' listening comprehension. After that, the researcher grouped students' answers in open-ended questionnaire using Microsoft Excel 2020 to find out about their perceptions toward the use of bimodal subtitled videos for listening practice.

FINDINGS AND DISCUSSION

In this chapter, the researcher presented findings to answer two research questions about how the correlation between the frequency of watching bimodal subtitled videos and students' listening comprehension also provided students' perceptions toward the use of bimodal subtitled videos for listening practice. The data displayed were quantitative and qualitative data obtained from students' answers to questionnaire and tests.

The correlation between frequency of watching bimodal subtitled video and students' listening comprehension

To answer the first research question, the results of the questionnaire scores and students' listening comprehension were calculated using SPSS 16 application to reduce calculation errors. SPSS application is recommended because of its easy, powerful and wide application (Obilor and Amadi, 2018). Table 1 showed the descriptive statistic of students' frequency of watching bimodal subtitled video and their listening comprehension.

Table 1. Descriptive statistic

	N	Min.	Max.	Mean	Std. Deviation
Frequency	36	29	67	50.6944	9.11457
Listening comprehension	36	54	100	82.833	11.99166

As stated in the result on table 1, it could be inferred that students' frequency of watching bimodal subtitled videos was quite high as well as their listening comprehension even though there were still some students whose frequency and listening comprehension were below the average.

To determine the correlation between students' frequency of watching bimodal subtitled videos and their listening comprehension, the researcher used Pearson Product Moment Correlation method in SPSS 16 because the normality test data distribution result as previously explained showed a normal distribution. Pearson product moment correlation is used to measure the strength of the relationship between two variables (Obilor and Amadi, 2018).

Table 2. Pearson product moment correlation

Correlations		
		Listening comprehension
Frequency of watching bimodal subtitled video	Pearson Correlation	.459 ^{**}
	Sig. (2-tailed)	0.005
	N	36

Based on the statistical correlation analysis on table 2, it showed that there was a significant positive correlation between students' frequency of watching bimodal subtitled videos and their listening comprehension with Pearson correlation coefficient ($r = 0.459$, $p = 0.05$). $r_{\text{value}} = 0.459$ was higher than $r_{\text{table}} = 0.329$ at $df = 34$ at the significant level of 5%. Thus, the alternative hypothesis (H_a) stating that there was a correlation between students' frequency of

watching bimodal subtitled videos and their listening comprehension was accepted and the null hypothesis (H_0) stating that there was no correlation between students' frequency of watching bimodal subtitled videos and their listening comprehension was rejected.

Table 3. Correlation coefficient

≤ 0.40	Low
0.40-0.60	Moderate
≥ 0.60	High

It could be seen from table 3 that the correlation coefficient which was lower than 0.40 (either negative or positive 0.40) was categorized as low, between 0.40 and 0.60 was moderate, and above 0.60 was categorized as high (Obilor and Amadi, 2018). Thus, the correlation coefficient in this study ($r = 0.459$) was categorized as moderate. It can be inferred that the students' frequency of watching bimodal subtitled videos had a significant correlation at the moderate level of correlation with their listening comprehension.

Students' perceptions toward the use of bimodal subtitled videos for listening practice

Most of the students showed positive perceptions on using bimodal subtitled video for listening practice based on their questionnaire answers. Students' answers to open-ended questions were used to answer second research question. The results of students' answers to open-ended questions were grouped using Microsoft Excel 2020 and the results were presented as follows:

Table 4. Students' perceptions toward listening comprehension

Question 1: Do you think listening comprehension is a difficult activity?	
Answer	Reason
Yes (68%)	Because the speakers speak quickly (42%)
	Because the speakers use different accents (34%)
	Because I lack of practices and had limited vocabulary (24%)

No (32%)	Because I was used to doing listening exercises (44%)
	Because I think it helped to understand the meaning and provided new vocabulary (56%)

The majority of the students (68%) claimed that listening comprehension was a difficult activity because the speakers spoke quickly (42%) or used different accents (34%), some admitted to lack of practices (24%). Meanwhile some students (32%) agreed that listening comprehension was not a difficult activity because they were used to do it (44%), and thought it helped to understand the meaning and provided new vocabulary (56%).

Table 5. Students' perceptions toward the importance of listening skills

Question 2: Do you think listening skills are important to have?	
Answer	Reason
Yes (100%)	To communicate with others (83%)
	Needed for the learning or works' requirement (17%)

All participants stated that listening skills were important to have for communication (83%) and for the learning or works' requirement (17%)

Table 6. Students' perceptions toward motivation in practicing listening

Question 3: Do you think that using bimodal subtitled videos can increase your motivation to practice listening?	
Answer	Reason
Yes (83%)	Listening practice becomes more fun (56%)
	I can better understand the content of the video (44%)
No (17%)	I am not motivated if the content of the video is not interesting (100%)

Bimodal subtitled videos increased majority students' motivation since listening practice became more fun (56%) and they could understand the content of the video better (44%) but some of them (17%) said that they were unmotivated if the content of the video was not interesting.

Table 7. Students' Perceptions toward the use of bimodal subtitled videos vs. audio-only

Question 4: Do you think that using bimodal subtitled videos is more helpful to practice listening than practicing listening using audio only?	
Answer	Reason
Yes (83%)	I can know the written form and pronunciation of words (64%)
	I can get new vocabulary (36%)
No (17%)	I focus only on reading not listening (67%)
	Audio-only is more challenging (33%)

Most students believed that practice listening using bimodal subtitled videos was more beneficial than using audio-only since they could do both reading and listening (64%) and get new vocabulary (36%). In contrary, several students (17%) disagreed by saying that they only focused on reading (67%) and prefer audio-only (33%).

Table 8. Students' Perceptions toward the frequency of using bimodal subtitled videos

Question 8: Do you think the frequency (how often) of watching bimodal subtitled videos has an effect on your listening comprehension?	
Answer	Reason
Yes (89%)	If I watch the videos often, I will get used to listening (100%)
No (11%)	I will used to read the subtitles and it does not help my listening (100%)

Majority of the students (89%) agreed that they would be more accustomed to listening if they often watched bimodal subtitled videos, but the rests (11%) refused it because they would only get used to reading subtitles.

DISCUSSION

The frequency of watching bimodal subtitled videos was positively related to students' listening comprehension

Depended on the result from the correlation analysis using Pearson's product moment in SPSS 16, the result showed that students'

frequency of watching bimodal subtitled videos and their listening comprehension had a significant moderate correlation. The two variables were positively related with Pearson correlation coefficient ($r = 0.459$, $p = 0.05$). It meant the higher the frequency of watching bimodal subtitled videos, the higher score that was gotten by the students in their listening comprehension tests and vice versa. It was in line with a study by Tafani (2009) which saying that frequency of students watching English films could affect development of their listening skills. The result of the correlational test also supported a previous study by Dumlao, et al. (2020) who stated that bimodal subtitled video was effective to improve students' listening comprehension and a study by Aksu-Ataç and Köprülü-Günay (2018) which showed that English movies with bimodal subtitle could improve students' listening skills by providing the supplementary information that the frequency of students' watching videos with bimodal subtitle had a significant correlation with their listening comprehension.

The correlational tests' result was also reinforced by the results of majority students' perceptions toward the frequency of watching bimodal subtitled videos and their listening comprehension. Most of the students stated that the frequency of watching bimodal subtitled videos had effects on improving their listening comprehension. The result from students' perceptions above became additional information that supported a previous study that had been carried by Hayati and Mohmedi (2011) which informed in their experimental research that the group which used English subtitles performed listening comprehension better than L1 subtitled group or standard subtitled group and without subtitle group. In short, the result of this correlational study which stated about there was a significant positive correlation between the frequency of watching bimodal subtitled videos and students' listening comprehension became a support for several studies conducted by previous researchers.

Students' perceptions toward the use of bimodal subtitled videos for listening practice

Based on the result about students' perceptions toward the use of bimodal subtitled videos for listening practice, the researcher had already grouped the answers and response and the discussion was presented as follow:

Listening was difficult skill but needed in communication and learning a language

Listening was still a difficult activity for students. Majority of them agreed that they found it hard to grasp meaning when listening because the speakers spoke too fast or used different accents. In addition, students also admitted that some of them felt that listening was a difficult activity because they lacked practice and had poor vocabulary mastery. Two of the causes of students' difficulties in listening comprehension were similar to the results of research by Jyoti (2020) & Mulyadi, et al. (2017), they mentioned several factors that caused students to have difficulty in listening activities, including the speaker speaking too fast and the difference in the speaker's accent.

Regardless of students' perceptions saying that listening comprehension was a difficult activity, students wanted to practice and mastered their listening skills. They wanted to have good listening skills because listening skills were important to have especially for communicative purposes and for the learning or works' requirement. A student in his response to the questionnaire said that listening skills were "very important, because just learning how to talk is still not enough, therefore listening skills are important to master." While the other said that listening skills were "important, because when we talk in English, listening skills can help us understand the direction of the conversation and avoid misunderstandings." The result was relevant with Tyagi (2013) who informed that listening skill was important in communication since it was a key to receiving messages from others

effectively. It was also in line with Sadiku (2015), he said that listening was something that needed in language, it was not just about hearing but was a state of acceptance that could provide an understanding of what was being heard and gave the listener full co-operation in the communication process. In short, even though listening was an uneasy skill, it was important part of the communicative skills that were needed and must be mastered especially when people wanted to learn a new language.

Bimodal subtitled videos was beneficial to motivate and help students practicing listening

Watching bimodal subtitled videos gained positive responses from students since it could help them to practice their listening. Most students confirmed that the use of bimodal subtitles in English videos could increase their motivation to learn listening. They informed that listening practice using bimodal subtitled videos became more engaging and they better understood the content of the video. One of the students responded in a questionnaire that the use of bimodal subtitled videos "...can increase my motivation to learn listening, because when I use subtitles I understand better what is being talked." The other student also stated that "English subtitles on English videos helped me identify words I had never heard before." It was engaged with a study by Başaran, (2011), he stated that students thought that the use of movie with English subtitle was helpful and made them interested to learn listening. In brief, the use of bimodal subtitled videos can increase students' motivation to learn listening.

From the result of students' perceptions toward the use of bimodal subtitled videos versus audio-only, it could be inferred that the students agreed that the use of bimodal subtitled video was more beneficial than practicing listening using audio only because they could simultaneously read the written form of the words spoken on the videos while listening to the audio so that they could get correct

pronunciation of the word they read. A student explained that she preferred listening using bimodal subtitled videos than listening using audio only by saying that “watching English videos with English subtitles really makes me understand the spoken and written forms of a word in English.” It meant that the use of bimodal subtitles in videos could sharpen students' listening skills as well as their reading skills. It was related to Fage (2020), it supported the findings in his study that bimodal subtitle was the right type for EFL students to use among the three subtitles because it could help them read each word according to what they heard. It was also in line with Pimsamarn (2011), he said that students' attention could be focused on the translation text and also sound when watching movies with English subtitles because students could confirm what did they hear with subtitles.

Both students and teachers could use bimodal subtitled videos in listening learning activity. In this current study, it was concluded that the frequency of watching videos with bimodal subtitles had a significant positive relationship with students' listening comprehension and received positive responses from students' perceptions. Thus, the use of English videos with bimodal subtitles could be a useful alternative tool for students who are looking for a fun way to practice their listening comprehension meanwhile English teachers could also consider increasing the frequency of students' listening practices using bimodal subtitled videos for listening learning activities at school so that students' listening comprehension would increase. It was in accordance with the study by Wah (2008), he stated that English teachers must encourage and help their students with listening strategies and new techniques to train and improve students' listening skills by giving the students lots of listening practice so that students' listening skills would develop. In short, the positive opinion of students regarding the use of bimodal subtitles to practice listening was in accordance with the result of this study where there was indeed a correlation between

the frequency of watching videos with bimodal subtitles and students' listening skills so that students could try to increase the frequency of listening practice using bimodal subtitled videos and it also could be an alternative choice for teachers to teach listening in class in an interesting way.

CONCLUSION

This study aimed to determine the correlation between students' frequency of watching bimodal subtitled videos with their listening comprehension and to provide their perceptions of the use of bimodal subtitled videos for listening practice. The result of this study indicated that there was a significant positive correlation between the two variables ($r = 0.459$, $p = 0.05$). As stated in the result, most students also had positive perceptions toward the use of bimodal subtitled videos for listening practice because using bimodal subtitled videos could motivate them, help them understand the content of the video, allow them to both reading and listening as well as assist them to get new vocabulary. In conclusion, the frequency of watching bimodal subtitled video and students' listening comprehension were positively related and it was strengthening by the information about students' positive perceptions toward the use of bimodal subtitled videos for listening practice. Students who often watched bimodal subtitled videos would have better listening comprehension and vice versa. Since listening practice using bimodal subtitled videos was fruitful, bimodal subtitled video could be alternative tool for students to practice their listening in a fun way and English teachers could consider using bimodal subtitled videos for listening activities at school.

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