

The Effect of English Captioned Video on Students' Listening Comprehension

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Abstract

This study aimed to obtain empirical data regarding whether there is a significant effect on providing English captioned video (variable x) towards students' listening comprehension (variable y). The research was conducted at Senior High School 4 (SMAN 4), Tangerang Selatan and consists of 40 students as an experimental class and 40 students as a control class by using purposive sampling technique. The method was quantitative with the quasi-experimental design. The instruments used to gather the data were students' pretest and post-test scores that were calculated and analyzed by using SPSS 20. The result of the study showed that post-test mean score of the experimental class was 77.45 while post-test mean score of the control class was 73.90. It revealed that there is a significant difference between the two classes' post-test mean scores. The test of hypotheses showed that sig 2 tailed (p) was 0.044 while alpha (α) was 0.05 ($0.044 < 0.05$) meaning that H_0 (Null Hypothesis) was rejected and H_a (Alternative Hypothesis) was accepted. In other words, providing English captioned video, as a medium to enhance students' listening comprehension is effective.

Keywords: Listening Comprehension, Multi Media, Caption Video

1 INTRODUCTION

Acquiring and mastering English are very important nowadays. People undeniably need to attain it, sufficiently the four language skills of listening, speaking, reading, and writing. In general, listening is often viewed as a simple effortlessly process of perceiving spoken language. It is frequently believed that listening is the easiest skill to be acquired as it spends only a short sequence of time compared to the other skills. The listening process especially one in the term of mother tongue, which looks easy and brief is one of the factors that support this paradigm. In fact, this assumption is not completely true as listening is "a complex cognitive process that needs a lot of efforts particularly in the second and foreign language learning processes," as stated by Ghasemolani and Nafissi (2012).

Since listening is not easy, mastering this skill is such a desirable dream for English learners and acquirers. This cannot be separated from the influences of listening in constructing students'

vocabulary and enhancing language usage. Listening has the potential to develop students' pronunciation, words stress, and syntax acquisitions. It also contributes for language expertise and proficiency.

Based on the informal interview conducted by the writer, it is found that the eleventh-grade students of SMAN 4 Tangerang Selatan assume that listening is hard especially when it comes to speakers with the British accent. They often have difficulty in recognizing sounds and identifying words as the speakers speak too fast for them. This is added by the students' limited vocabulary and their low motivation in accomplishing various types of listening tasks. Furthermore, the listening source that mostly employed by the teachers is audio. Meanwhile, the students expect more variations such as interactive video, CD-ROM's, and the Internet for listening comprehension tasks. So the present research was very crucial to be conducted in order the students directly learn the target language.

Listening as part of the four main language skills has appeared as a crucial component in the processes

of second language teaching and learning. It is a very complex process that needs to be well understood in order to measure it. Jack C. Richard (2008) described Listening comprehension as a traditional approach to thinking about the nature of listening. In general, listening comprehension is not far different from listening. However, since the term 'listening' is considered as inadequate within the language learning and acquisition contexts, then the term 'listening comprehension' is used to complete the previous term. Besides, the term listening comprehension seems to be more understandable and parallel to reading comprehension than only 'listening'. Listening comprehension is also sometimes defined as an interactive process especially by reading theorists. It is a top-down process in the sense that the numerous kinds of knowledge participated in comprehending language is not used in any determined order.

Those might be correct since listening skill is referred to the skill in understanding the meaning of spoken language while listening comprehension is referred to understanding meaning behind the spoken utterances. In second language context, listening comprehension is seen as an important component in the development of second language competence. Listening competence much determines academic and work success and achievements.

CTML has been known for its effectiveness and efficiency in language teaching and learning. This theory has become widely popular after other theorists and researchers acknowledge the work of Richard E. Mayer. It is believed that multimedia learning positively contributes in the way human's brain learns. Multimedia supports the meaningful learning as its principle says, "people learn more deeply from words and pictures than from words alone". In other words, people will have the opportunity to learn better and deeper if they are aided with words and pictures. And the combination of the use of words and pictures in the teaching and learning context is named as multimedia.

Captions may be defined as the combination of onscreen text in the original language and a soundtrack in the same language (Hsu et al, 2013). In other words, a caption is the onscreen texts that match the spoken audio. This means captions only appear in the form of the target language that students learn and acquire. For example, teachers provide English video with English caption, or Spanish teachers who use video in their Spanish classrooms will provide only Spanish captions. This is clearly different from subtitles, which may provide both students' native and target languages. Hence, the meaning of captioned video is any video that provides captions exactly in the same language as the language spoken in the video.

2 METHOD

The method implemented in this study was the quantitative method by using quasi-experimental design, which is commonly used in assessing the effect of one variable to another variable. Experimental research is mainly concerned with cause and effect, as stated by Ranjit Kumar, 2012. This kind of method is "one in which the investigator primarily uses post positivist claims for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses and questions, use of measurement and observation, and the test of the theories), employs strategies of inquiry such as experiments and surveys, and collect data on predetermined instruments that yield statistical data." (Creswell , 2003).

Design of the Study

Research Design			
Experimental group	T1	X	T3
Control group	T2	O	T4

Explanation:

X = Treatment

O = No treatment

T1 and T2 = pretest

T3 and T4 = post-test

The population of this study was all of the 360 eleventh-grade students of SMAN 4 Tangerang Selatan in the academic year of 2016/2017. Purposive sampling method was applied to choose the samples and was purposively assigned to experimental and control groups. The experimental group was all the 40 students from XI IPS 1, while the control group was all the 40 students from XI IPS 3.

A 42 items listening comprehension test from TOEFL *Junior* Standard Test was administered to both experimental and control groups as a pretest. Only the experimental group not the control group received the treatment. At the end of the study, a 25 items teacher-made listening comprehension test was administered to both mentioned groups to see the possible effect of the presence of captions in video.

T-test is used to find out the effect of English captioned video on students' listening comprehension. The steps are:

- A. Determining mean score of the experimental class:
- B. Determining mean score of the control class:
- C. Determining deviation of the experimental class:

- D. Determining deviation of the control class:
- E. Determining the T-Test:
- F. Determining t-table:

In order to assure whether the effect size of the media or the technique were strong, therefore, the writer adopted Cohen's formulation as follows (Muijs, 2004):

$$d = \frac{(\text{mean of group A} - \text{mean of group B})}{\text{Pooled Standard Deviation}}$$

Pooled Standard Deviation =

$$\frac{(\text{standard deviation of group 1} + \text{standard deviation of group 2})}{2}$$

After obtaining the results, then they can be interpreted based on the criteria: 0.2= small effect size; 0.5= medium effect size; and 0.8= large effect size (Cohen & Brooke, 2004)

The statistical hypotheses of this study are:

$$H_a = t_o > t_t$$

$$H_0 = t_o \leq t_t$$

H_a=There is a significant effect of English captioned video on students' listening comprehension.

H₀=There is no a significant effect of English captioned video on students' listening comprehension.

3 RESULTS AND DISCUSSION

3.1 The Score of Pretest and Post-test from the Experimental Class

The experimental group of the study was all the eleventh-grade students of SMAN 4 Tangerang Selatan from social major class 1. It consisted of 40 students taught by using English captioned videos as the media in the teaching listening. They were tested with 42 multiple choice type of questions before receiving the treatment. It was obtained from the pre-test that the mean score of the experimental group was 53.50 with 74 as the highest score, and 30 as the lowest score.

After conducting the pretest, the writer then implemented the treatment four times followed by a post-test. It revealed from the post-test result that the students' score increased to 77.45 from 53.50. Furthermore, the highest score was 92 while the lowest one was 60. This finding indicated that students' post-test scores were higher than the pretest scores with the range of 23.95 points. The students' pretest means score is fairly low. Contrarily with the pretest, the mean score obtained by the students in the post-test significantly increased 23.95 points

revealing that the students passed the listening comprehension post-test well.

3.2 The Score of Pretest and Post-test from the Control Class

The control group in this study was all 40 eleventh-grade students of SMAN 4 Tangerang Selatan from social major class 3. This class also had to complete the same pre-test as the experimental class and learned listening session as part of the English subject. However, the difference is that this class did not receive any treatment like the experimental class which was using English captioned videos as media in the teaching listening. Then, after the teaching phase completed, the listening comprehension post-test was conducted. The mean score of this test was 73.90 showing an increase compared to the pretest score that was only 51.13.

3.3 Test of Data Hypothesis

Software SPSS 20 was chosen and used to test the hypothesis of this research. Then, using the formulation of the experimental and control classes' mean scores, the data were input and calculated. Next, 5% or 0.05 was determined as the significance value or alpha (α) following the formula. As for the symbol in the calculation, 1 stood as the symbol of the experimental group, and 2 is as the symbol of the control group.

Then, the result of the T-Test is presented in the figure below:

Table 1
Group Statistics

Class	N	Mean	Std. Deviation	Std. Error Mean
Score 1	40	77,45	8,165	1,291
Score 2	40	73,90	7,288	1,152

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	,591	,444	2,051	78	,044	3,550	1,730	,105	6,995
	Equal variances not assumed			2,051	77,015	,044	3,550	1,730	,104	6,996

It can be directly seen that the mean scores of the experimental and control group were significantly different. The second table titled "Independent Sample Test" contained the statistical hypotheses of this study. There was a significant effect in providing English captioned videos on students' listening comprehension.

3.4 Test of Effect Size

This formulation was adopted in order to see the effect size level of this study. The formula below was utilized:

$$d = \frac{(\text{mean score of group A} - \text{mean score of group B})}{\text{Pooled standard deviation}}$$

In which:

Mean score of group A (experimental class) = 77.45

Mean score of group B (control class) = 73.90

Mean score of group A - Mean score of group B = 3.55

Standard deviation of group 1 = 8.164

Standard deviation of group 2 = 7.288

Pooled standard deviation = 7.726

$$d = \frac{(\text{mean score of group A} - \text{mean score of group B})}{\text{Pooled standard deviation}}$$

$$d = 0.45$$

The criteria of the effect size level:

0.2 = small effect size

0.5 = medium effect size

0.8 = large effect size

According to the criteria, it can be assured based on the calculation result that the effect size level of this study was small. This can be seen from the d score reached by the data was 0.45. In other words, in accordance with the formula of the effect size measurement, hence, the effect of English captioned videos on the students' listening comprehension was

a bit significant. However, this does not mean that English captioned video had no significant effect on the students' listening comprehension. It is merely the effect was not greatly significant.

4 CONCLUSIONS

There was a significant difference on the listening comprehension of the students who taught by using English captioned videos. The result of the study shows that $p = \text{sig. 2-tailed}$ (0.044) is smaller than α (0.05) interpreting that H_0 is rejected and H_a is accepted. Additionally, the mean score of the experimental group was higher than the control group. It briefly explained, this study proves that the Effect of English captioned videos on students' listening comprehension is positive and significant. However, after analyzing the data to see how significant the effect is, then the writer found the result was that the effect provided by English captioned video to enhance students' listening comprehension is small. In other words, the effect of English captioned video on the students' listening comprehension was a bit significant.

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