



SUBTITLED VIDEO OF PROCEDURE TEXT: MEDIA FOR TEACHING LISTENING TO ELEMENTARY STUDENTS

Putri Novitasari

Universitas Wahidiyah, Kediri, Indonesia

Article info	ABSTRACT
<p>Correspondent Author: Putri Novitasari Princess.putrinovita@mail.com Universitas Wahidiyah</p>	<p>This research motivated by the goal to achieve a listening improvement of elementary school students. The purpose of this research was to determine the improvement of listening skill of fifth-grade elementary school students by using subtitled video. Students are hoped to be able to reach their maximal achievement in score after doing it. The object of this research consisted of 34 students of elementary school. This research used experimental model with one group of pre-test and post-test design. The result of this research was subtitled video had significant influence for students' listening skill in making a recipe. It is proven by increased score of students after taught using short animation subtitle. The data showed that the mean of students in pre-test was 56.62 and the mean score of post-test was 77.94. Students felt enjoy and happy by listening subtitled video. They were not only studied the expression but also viewed the visualization of giving direction. That was enjoyable for them.</p> <p>Keywords: <i>listening, procedure, subtitled video,</i></p>
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INTRODUCTION

Starting to get the strongest listening skill should be built up in the class. It could extend through students' classroom activity and personal lives. Having good listening skill was the aim of implementing listening skill in English class. Listening acts as the fundamental skill for communicating in every language including English, so that it should be taught efficiently by the teacher. In the communication process that takes place in learning at school, teachers and students must be able to use listening skills well. In the process of learning activities, students must be able to capture and understand correctly. The information conveyed by the teacher and other students. When the process of listening did not acquire well, it can cause a misunderstanding in receiving the information. So that, it also can affect information delivery to others.

According to Alabsi (2020), listening comprehension is not only about hearing what is being said but also involves understanding and making sense of the spoken language. Furthermore, the success of L2 acquisition depends on listening to L2 input (Alzamil, 2022). Based on this, listening skills are a form of responsive language skills. It can be understood that listening is the process of listening to oral symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content and messages, and understand the meaning of communication that has been conveyed by the speaker through spoken language (Afriyuningda & Oktaviani, 2021; Saragih, 2022). Listening skills are very important language skills and must be taught the earliest before other language skills (Basri et al., 2020; Sabri et al., 2020). In the communication process that takes place in learning at school, teachers and students must be able to use listening skills well. In the process of learning activities, students must be able to capture and understand correctly the information conveyed by the teacher and other students. If students do not have effective listening skills, they will be wrong in understanding and interpreting the information which results in acquiring and having the wrong knowledge.

Engaging students' motivation, willingness to listen, and ability to share the information seem like a link that continually do be the students. That is why listening can be used as the tool to collect the information and increasing students' comprehension. As a model and facilitator, teacher should bring the students into an active listening. In which, the task of listener is paying attention to a speaker and listening to understand, not to respond. It also includes complete focus on the speaker with minimal distractions out of respect and an intent to learn (Minshew, 2020). This kind of active listening reflected on students' activity when they have a discussion or have personal speaking or giving idea. In this activity an active listeners will not give their idea or speech until their mates or peers finished speaking.

Mastering listening skill will give some effects for the students, one of them is students' knowledge about vocabulary, accent, tone, and intonation of a natives. It means that listening skill makes students more familiar or closer to how English spoken by natives. As language learner who have to master four language skill, listening can be categorized as the receptive process in language learning. Listening is the receptive skills, in which people can understand the main idea without producing the language by themselves (Harmer, 2001). Teaching listening will be success if the teacher can make students look up their comprehension. Some comprehension that will bring students being a good listener such as; (1) having good ability in memorizing; (2) able to determine the type of speech; (3) able to understand the content or context; (4) able to remind the information; (5) able to grasp both inference or reference meaning; and (6) able to grasp the message (Brown, 2001).

Making student able to speak something or make some sentences in a paper, the listening section is the first stage to begin. Besides, in a class, this listening skill required academic context. This ability will also increase if you listen to English continuously, and it will affect the way we speak in English. Then, to make a good communication with others, we have to understand what they are saying. This ability also increases if you

listen English continuously. Listening is the first foundation to improve speaking and writing skill. To, make a good communication with others, we have to understand what they are saying. Hence, when we have a good ability in listening, it means we can communicate naturally to others.

On the other hand, teaching listening especially for elementary students seems too reluctant. There are some common problems in listening such as, the speaker on the audio speaks too fast, the recording is not clear, the listeners' lack of background knowledge, the listener cannot identify the words in the listening section, and so on (Ni Luh Eka, 2022). Then the aim of this research in teaching listening by using subtitled video was to build a positive habit and familiarize listening the audio and video to elementary students. Building their background knowledge was the first thing that should be done by the teacher. Furthermore, the researcher tried to find media in teaching listening to help students more focus in learning English. Students will be more interesting to follow the lesson if the media that used by the teacher make them interesting with it. One of the media recommended by the researcher is subtitled video. This media hope can make students understand the content even they just watch it in short duration. on the other hand, subtitle can help students to know what the speaker said without hear the sound aloud. Subtitles are only helpful when students are listening together. but if they are, the connection between English and their language can be extremely helpful (Harmer, 2007). But, According to Robert Heinich et,al. (2002) one of disadvantages of this media is fixed pace.

The implementation of subtitled video was chosen to teach a material with the theme of procedure text. Why did procedure text choose to be the material? Because procedure text was new for elementary students. Actually, it was same with other texts, but procedure had its specialty. It focused on how students able to be familiar with procedural steps in English. They would learn how to do something and prepare all the steps in order. What is actually procedure text was propose by Larson (1984) who said that procedure text is a text that gives instruction to do something. In line with this Ina and Dwi (2025) also proposed a definition of procedure text. That was a procedure text is a text to explain how something works through a sequence of actions or steps and also deals with human behavior. While Hasibuan (in Kristof, 2024) also proposed that procedure text contains the direction or instruction to do something. In this activity students were showed videos of how to demonstrate a simple recipe.

Moreover, research on the application of subtitled video to teach listening, especially for elementary school, has been carried out by previous researchers. The research that has been conducted by Dudu Sugandi, et. Al. (2023) provides that in improving the listening skills of fifth-grade elementary school students, video learning media can be used. In addition, the use of animation video learning media can encourage students to have critical thinking skills and be able to visualize abstract concepts. Through the use of video reality media, learning activities can be more fun and meaningful so that students do not feel bored studying learning materials. Then other researches by Ita Usmi, et. Al. (2023) improves that English subtitled videos prove to be a moderately effective

medium for enhancing speaking, listening, and vocabulary skills, accounting for 59% of the observed impact. Next was a result reveal by Lalu Dwi (2018) which say that the implementation of authentic video positively influenced the students' listening skills. From the data analysis of the pre-test and post-test obtained from the experimental group, it can be seen that listening for specific information was the most enhanced listening sub-skill after the application of authentic video as an audio-visual aid. The next research result research was by Tubelia, Et.al., (2024) who stated that that using animation videos to teach procedure text has improved students' listening comprehension from cycle to cycle. Students were able to comprehend the detail information, the text's structure, and the simple present tense (Verb 1) through the use of animation video. The animation video contained the clear audio and appropriate moving picture which help the students understand the message of the story. With the support appropriate practice help the students to build students' knowledge, understand the concept that are highly recommended.

Next was from, Gasim (2021) this result confirmed that using videos with English subtitles in the classroom enhance listening comprehension skills for the students in the experimental group, who have been teaching with using videos combined with English subtitles in the classroom. Arjulayana (2018) also stated the result of the research are: firstly, teaching listening skill through video can be used by the teacher to make a listening class is more enjoyable and understandable, because audio visual aid can cover students various learning style, finally at the end of teaching and listening process the objectives of study can be gained. Secondly; teaching listening through video is very useful way to encourage and foster students' listening skill and their interest. All the role of subtitles in improving listening Finally skill' considering the impact of video watching on listening skill; and 'effects of watching videos on vocabulary development' and 'effects of subtitles on vocabulary development' regarding vocabulary development. The findings presented the effectiveness of different forms of subtitling on learners' listening skill and vocabulary development as well.

Moreover, eventhough applied to the different grade, research entitled "video subtitle to teach listening to the elementary students" done by Mutmainah and Ani Sukma Sari (2020) also showed the impact of subtitled video to the listening skill, in which the students got improvement on their listening skill. The post test showed their score at the level of 84,7. Kristof (2024) a researcher who was a teacher also proposed a research result on teaching listening using video of procedural text. The result showed that in the final cycle or in in Cycle II, the students' ability got improvement in listening especially in Procedure text by Playing Video, the students got mark higher or same than MCC. Which the students' score in Cycle II, were 10 students (50%) got score among 75-84; and 10 students (50%) got score among 85-100. In other words, the research problem has been overcome.

METHOD

In this research the researcher used quantitative method. The type of the research was true-experimental research in which the subject of research was only one class. Its decided to be the group for pre-test and post-test. Respondents in this research were the fifth grade of elementary school. They consisted of 34 students. The data collected in this study by conducting a pre-test and post-test to get their listening score. Pre-test score collected before the students taught using subtitled video and post-test score collected after they taught using subtitled video. Those scores collected to know their improvement on listening. That was the aim of this research.

The instrument used in this study was listening ability test. The test given in oral form after students got material in form of subtitled video. At the first time before they got treatment and post-test, researcher gave a pre-test using audio only without subtitled video. After that, in treatment stage, students got material of subtitled video then they did post-test orally. In post-test stage, they had to re-demonstrate what they saw from subtitled video. Actually, the video was in simple form. The point was students understood about some related vocabulary, being familiar with the English sound, and able to re-demonstrated the procedure. By this stage, researcher got the post-test score. Pre-test and post-test given to get scores and mean scores then compared them to see the score improvement.

RESULT AND DISCUSSION

Finding

As mentioned previously, the researcher wanted to know whether there was different score between students that treated using short animation subtitle and without short animation subtitle. After the pre-test done, the researcher gave the treatment for students using short animation subtitle in two meeting. The students were enjoying the activity while following the meeting, they also active answered the directly questions. After treatment was done, the researcher gave posttest to know the listening skill of students after treatment. Apparently, the result of post-test showed that the students' listening was improved significantly. The improvement can be seen by these following tables.

Table 1. The precentage of Pretest

Criteria of Score	Grade	Frequency (f)	Precentage (p)	Criteria
88-100	A			Very good
74-87	B	7	21%	Good
60-73	C	10	29%	Enough
<60	D	17	50%	Low
Total		$\Sigma f = 34$	$\Sigma p = 100\%$	

Table 2. The percentage of Posttest

Criteria of Score	Grade	Frequency (f)	Percentage (p)	Criteria
88-100	A	7	21%	Very good
74-87	B	17	50%	Good
60-73	C	4	12%	Enough
<60	D	6	18%	Low
		$\Sigma f = 34$	$\Sigma p = 100\%$	

Table 3. Mean Score of Pre-test and Post-test

Df (N-1=34-1)	Mean Score		t-score	t-table	Significance	
	Pre-test	Post-test			H _a	H ₀
33	56.62	77.94	9.793	1.692	Accepted	Rejected

DISCUSSION

According to the explanation before, the researcher can conclude that this research was success. The objective of the pretest was to carried out students ability before given treatment with the outcomes were the lowest score of pretest obtained 20 and the highest score obtained 80. After students had finished the pretest, they got the treatment used short animation subtitle. Then, students got the posttest with the lowest score 50 and the highest score 100. The ability of students' listening was increased after the treatment done. One of them was the score of tests that increased with the total 56.62 score of average in pretest increased become 77,94 in posttest. Moreover, teacher also could know the new media to teach listening in the classroom that made students interested to follow class of listening. Based on the research result above, the implementation of subtitled video can improved students' listening skill of fifth grade elementary school.

The result of several percentage calculation, t-test and score of average to find out the influence of using subtitled video for students listening skill. The result of t-test to know the average of score before and after the treatment done and to find out there is significant or no. Calculation the score of t_{count} was 9.793 and t_{table} was 1.692 so, $t_{count} > t_{table}$ H_0 was rejected and H_a was accepted. From the result above it can be conclude that there is significant influence of using short animation subtitle toward students listening skill in fifth grade of elementary school.

CONCLUSION

This research used pre-experimental research with one group pretest posttest design. The data obtained, processed and analyzed. Based on the research result that have done by the researcher that turned out to be able to answer the research questions which is the purpose of the research conducted. So, from the problem of the research there was an influence of using subtitled video for students listening skill that it could be seen from the average of pretest 56,62 and increased in the posttest with an average score 77,94. The result of t-test also shown that $t_{count} > t_{table}$ with the score $9.973 > 1.692$ it means that H_a was accepted and H_0 was rejected. Therefore, the subtitled video significantly improved to the students' listening skill. On the other hand, the media can be increased the students' listening motivation. It can be proven by the improvement of their focus and interest to follow the class. They also more active to ask the researcher about their word that they did not understand. In short, the media of subtitled video can significantly improve students' listening skill at fifth grade of elementary students.

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