

A STUDY ON THE USE OF CAPTIONED NEWS VIDEO TO IMPROVE EFL STUDENTS' LISTENING SKILL

CYNTHIA, NIHTA LIANDO, RINNY RORIMPANDEY

Universitas Negeri Manado

Correspondence authors: nihtaliando@unima.ac.id

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Abstract: The aim of this research is to examine whether the use of captioned news video improve EFL students' listening skill or not. The research was conducted at SMAN 1 Guru Lombok Kalawat, North Minahasa, North Sulawesi, Indonesia. The subject of the research were twenty-eight students at grade ten-one. The research used test as the instrument to collecting the numeric data. The test consisted of four sections. Each section has five number in different form: true-false, multiple choice, matching, and fill in the blank. The research method was quantitative pre-experimental one group pre-test and post-test. The treatment given was a captioned news video. The findings were the use of captioned news video improved EFL students' listening skill. It was shown in the comparison of the mean score of pre-test and post-test. Before the treatment the mean score was 33,75 then after the treatment the mean score got increased became 78,75. It is proved that the treatment was working to the subjects of this research.

Keywords: *EFL students, the use of media, captioned news video, improvement, listening skill*

INTRODUCTION

Recently, especially after the COVID-19 pandemic, the use of media in the teaching-learning process has become widespread. During the pandemic, internet usage has seen an immediate rise, according to researchers. To identify the most effective and advantageous media, however, is crucial for teachers and particularly academicians. As a result, teachers' involvement is crucial since students need direction throughout the learning process.

There are numerous techniques that teachers can use both within and outside of the classroom when teaching English. For language training, it is advised

to use media such as audio, visual, and audio-visual aids, Rahmi (2014). It has been acknowledged that integrating media technology into English Language Teaching (ELT) lessons is a creative way to improve students' motivation, language skills, and environment for independent study, Ahmad (2012). In particular, audio-visual media have been extensively used, particularly during the pandemic, Meliala et al. (2021). As a result, it is anticipated that media integration in the teaching and learning process will continue after the pandemic era, Susilawati & Supriyatno (2020).

The training of listening skills is one area of emphasis in English education. Language skills (hearing, speaking, reading, and writing) and language components (vocabulary, sentence structure, and pronunciation) are essential components of learning English, Lengkoan (2017). It is believed that listening comprehension is the fundamental ability that underlies the organic development of all other language skills, Celce-Murcia (2001). Understanding spoken English and recognizing words depend heavily on listening. Therefore, the purpose of this study is to enhance students' listening abilities through the use of captioned videos.

News videos in particular with captions were chosen for the study because they expose students to current events and offer important data. According to linguists, including real-world scenarios in the classroom can assist students learn how to use the language in a variety of contexts, Rao (2014). Students that receive greater news exposure are more aware of their environment.

Indonesian students studying English as a foreign language (EFL) are the main subject of the study. Bahasa Indonesia is not the only local language that Indonesian students from various regions are required to learn because of the country's diversity. For these students, English is not a second language or a first language; rather, it is a foreign language. In order to improve the listening skill of EFL students in Indonesia, the researcher aims to look at the use of captioned news video.

Based on the researcher's observation during the PLP (Program Pengenalan Lapangan) or PPL2 at SMAN 1 Guru Lombok Kalawat, it can be seen that the students become accustomed to using the electronic device, in this case a smartphone. The institution is engaging in digital learning. Unfortunately, as

evidenced by their scores, students taking English classes are considered to have poor listening skills. The researcher thinks that allowing pupils to utilize their gadget for learning will increase their desire to learn English. Therefore, the use of captioned news video was used to improve EFL students' listening skill.

Information and Communication Technology (ICT)

ICT is a management strategy that includes information handling as well as its application to and association with social, economic, and cultural issues. Information and communication technology, or ICT, is playing a larger role in our daily lives, particularly in the sphere of education, according to Bhattacharjee & Deb, (2016). The use of ICT in education is becoming more and more essential in order to provide students with the knowledge and skills they will need to thrive in the digital era. Teachers and students have greater opportunities to collaborate more successfully in the globalized digital world because to the adoption and integration of ICT into the teaching and learning environment, Lawrence & Tar (2018). There are many technologies that can be used in the field of education along with the periods that advance technology. Computer and information technology enable the availability of the internet, digital TVs, wireless communication, telemedicine, and many other things, Kaware & Sain (2015). The internet, which offers the news used in this study, was used by the researcher to carrying out this research.

Listening Skill

One of the skills that must be taught in order to learn English is listening skill. Listening is crucial for maintaining effective communication and is important in both academic and everyday settings, Yildirim & Yildirim (2016). The speaker and listener can communicate effectively as a result of developing good listening skills. Despite how important it is, Ahmadi (2016) found that studying, teaching, and learning second languages pay insufficient attention to listening. Therefore, this study focused on the listening skill.

Media in Teaching-Learning

Media, especially in EFL classes, is a tool that teachers can utilize to support the teaching and learning process in a classroom, according to Nasution (2019). The usage of media improves students focus. Learning English as a foreign language

can be difficult because of the contrasts between the target language and the students' native tongue, Suwastini et al. (2021). As a result, this study will incorporate media into the teaching and learning process.

Captioned Video

Video has been used extensively and has shown to play a vital part in the teaching and learning process. As mentioned by Gernsbacher (2015), captions would be especially helpful for people who watch videos in languages other than their mother tongue. Because of this, the researcher employed captioned video, in which the text that appears on the screen corresponds to the speaker's words. Merriam Webster says it has the same meaning as the subtitle. According to Davis (1998), the usage of media, particularly captioned video, is seen to help students. This is the rationale for the researcher's choice of captioned video as the teaching and learning process's media.

News Video

The researcher's chosen genre was news video. Although this genre is relatively new to the teaching and learning process, the researcher argues that it is more adaptable to students' everyday lives. According to independent curriculum tools used by students today, the more practical the application, the more relevant the lesson is to students' everyday lives.

RESEARCH METHOD

The research was quantitative research because its data involving numeric data. The design used pre-experimental design with one group pre-test and post-test. Pre-test was the test that the students took before the treatment which was watching a captioned video, to assess students' listening skill. Then, a post-test was given after the treatment to examine whether the treatment improve the students' listening or not. The subject was the students in a compound class, which were grade ten that consist of twenty-eight students in SMA Negeri 1 Guru Lombok Kalawat, North Minahasa, Indonesia.

Data Analysis

Following the completion of the pre- and post-tests, the researcher used statistical descriptive analysis to assess the findings, which were presented in a

table. Both the pre-test and the post-test include cumulative proportion, cumulative presentation, and the percentage of the score. The researcher next analysed the data by applying the method to determine the mean score of the students' test responses for both the pre-test and the post-test with the formula:

$$\bar{x} = \frac{\sum X_i}{n}$$

Where:

\bar{x} = mean

$\sum x_i$ = the sum score of subjects

n = the total number of subjects

(Sutisna, 2020)

The Procedure

The data collection process was broken down into three parts, which were:

a. Pre-test

The pre-test was administered by the researcher to assess the subjects' listening skill. Twenty questions in four distinct types of questions—true-false, multiple choice, matching, and fill in the blank—were included in the test. They were hearing the news through speaker without seeing it.

b. Treatment

The researcher treated the subjects in the classroom following the pre-test. The audio-visual media used by the researcher to offer the teaching-learning activity was a news video with captions. The Z-generation's struggle to find work-life balance was covered in the news. The subjects then received a post-test from the researcher.

c. Post-test

A post-test with four sections—true-false, multiple choice, matching, and fill in the blank—and a total of twenty questions was given by the researcher after the treatment. The post-test was administered to evaluate the effectiveness of the treatment.

FINDINGS AND DISCUSSION

The students' score in pre-test

The score shown in the table:

Table 1. The computation of the pre-test mean score

<i>Number of The Subjects</i>	X1
<i>Student 1</i>	20
<i>Student 2</i>	5
<i>Student 3</i>	0
<i>Student 4</i>	75
<i>Student 5</i>	45
<i>Student 6</i>	20
<i>Student 7</i>	25
<i>Student 8</i>	35
<i>Student 9</i>	35
<i>Student 10</i>	10
<i>Student 11</i>	25
<i>Student 12</i>	25
<i>Student 13</i>	45
<i>Student 14</i>	35
<i>Student 15</i>	20
<i>Student 16</i>	35
<i>Student 17</i>	50
<i>Student 18</i>	30
<i>Student 19</i>	50
<i>Student 20</i>	45
<i>Student 21</i>	40
<i>Student 22</i>	45
<i>Student 23</i>	45
<i>Student 24</i>	40

<i>Student 25</i>	45
<i>Student 26</i>	45
<i>Student 27</i>	40
<i>Student 28</i>	15
<i>Total</i>	945

$$\bar{X} = \frac{\sum X_i}{n}$$

$$\bar{X} = \frac{945}{28}$$

$$\bar{X} = 33,75$$

As shown on the table that the mean score of the pre-test was 33,75. The result obtained from the twenty-eight students who took part in the O₁ were the highest score was 75 and the lowest score was 0. It is shown that the students' result in the pre-test was low.

To see the percentage of the frequency distribution matrix of the pre-test please see the table below:

Table 2. Frequency distribution matrix of pre-test

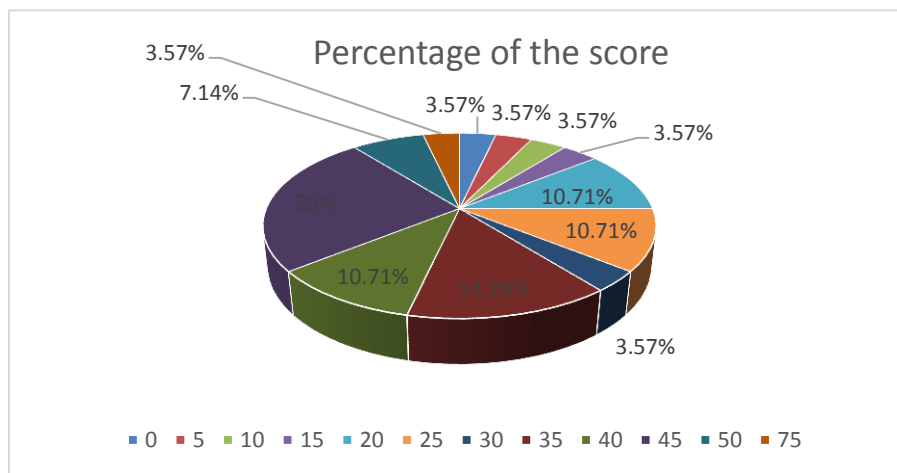
<i>Scor es</i>	<i>Tall y</i>	<i>Freque ncy</i>	<i>Percent age %</i>	<i>Cumulat ive Proportion</i>	<i>Cumulative Percentage %</i>
0	I	1	3,57	28	100
5	I	1	3,57	27	96,42
10	I	1	3,57	26	92,85
15	I	1	3,57	25	89,28
20	III	3	10,71	24	85,71
25	III	3	10,71	21	75
30	I	1	3,57	18	64,28
35	IV	4	14,28	17	60,71
40	III	3	10,71	13	46,42
45	VII	7	25	10	35,71

50	II	2	7,14	3	10,71
75	I	1	3,57	1	3,57

As shown on the table above, there was one student who got 0 or 3,57%, one student who got 5 or 3,57%, one student who got 10 or 3,57%, one student who got 15 or 3,57%, three students who got 20 or 10,71%, three students who got 25 or 10,71%, one student who got 30 or 3,57%, four students who got 35 or 14,28%, three students who got 40 or 10,71%, seven students who got 45 or 25%, two students who got 50 or 7,14%, and one student who got 75 or 3,57%.

As the statistic descriptive shown in the table, it is stated that on the last row of the table in the four columns of frequency, percentage, cumulative proportion, and cumulative percentage are showing the same number as follows: "1"; "3,57"; "1"; "3,57". This mean that there is no miscalculation of the data. The researcher used Microsoft Excel in order to calculated the data to minimize the error. As for the visualization of the data, here is the figure of the frequency of the pre-test:

Figure 1. Percentage of the pre-test score



The pie showed that there were 3,57% student who got score 0; 3,57% student who got score 5; 3,57% student who got score 10; 3,57% student who got score 15; 10,71% student who got score 20; 10,71% student who got score 25; 3,57% student who got score 30; 14,28% student who got score 35; 10,71%

student who got score 40; 25% student who got score 45; 7,14% student who got score 50; and 3,57% student who got score 75.

The Students' Score in Post-test

Thereafter the pre-test was taken, the researcher conducted the treatment using captioned news video then gave the post-test to examine the students' listening skill after the treatment. The score shown in the table:

Table 3. The computation of the post-test mean score

<i>Number of The Subjects</i>	X₂
<i>Student 1</i>	75
<i>Student 2</i>	85
<i>Student 3</i>	95
<i>Student 4</i>	100
<i>Student 5</i>	95
<i>Student 6</i>	85
<i>Student 7</i>	75
<i>Student 8</i>	65
<i>Student 9</i>	65
<i>Student 10</i>	50
<i>Student 11</i>	95
<i>Student 12</i>	75
<i>Student 13</i>	95
<i>Student 14</i>	95
<i>Student 15</i>	80
<i>Student 16</i>	85
<i>Student 17</i>	95
<i>Student 18</i>	80
<i>Student 19</i>	75
<i>Student 20</i>	80
<i>Student 21</i>	55

<i>Student 22</i>	60
<i>Student 23</i>	80
<i>Student 24</i>	80
<i>Student 25</i>	75
<i>Student 26</i>	75
<i>Student 27</i>	65
<i>Student 28</i>	70
<i>Total</i>	2205

$$\bar{X} = \frac{\sum X_i}{n}$$

$$\bar{X} = \frac{2205}{28}$$

$$\bar{X} = 78,75$$

As shown on the table that the mean score of the post-test was 78,75. The result obtained from the twenty-eight students who took part in the O₂ were the highest score was 100 and the lowest score was 50. It is shown that the students' result in the post-test was better than the pre-test before the treatment.

To see the percentage of the frequency distribution matrix of the post-test please see the table below:

Table 4. Frequency distribution matrix of post-test

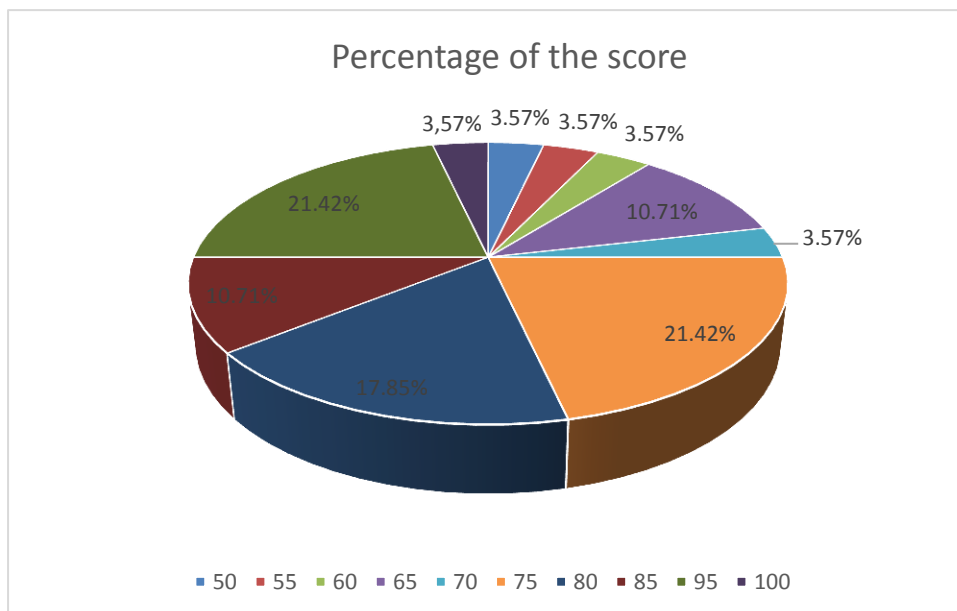
<i>Scores</i>	<i>Tally</i>	<i>Frequency</i>	<i>Percentage %</i>	<i>Cumulative Proportion</i>	<i>Cumulative Percentage %</i>
<i>50</i>	I	1	3,57	28	100
<i>55</i>	I	1	3,57	27	96,42
<i>60</i>	I	1	3,57	26	92,85
<i>65</i>	III	3	10,71	25	89,28
<i>70</i>	I	1	3,57	22	78,57
<i>75</i>	VI	6	21,42	21	75
<i>80</i>	V	5	17,85	15	53,57
<i>85</i>	III	3	10,71	10	35,71

95	VI	6	21,42	7	25
100	I	1	3,57	1	3,57

As shown on the table above, there was one student who got 50 or 3,57%, one student who got 55 or 3,57%, one student who got 60 or 3,57%, three students who got 65 or 10,71%, one student who got 70 or 3,57%, six students who got 75 or 21,42%, five students who got 80 or 17,85%, three students who got 85 or 10,71%, six students who got 95 or 21,42%, one student who got 100 or 3,57%.

As for the visualization of the data, here is the figure of the frequency of the post-test:

Figure 2. Percentage of the post-test score



The pie showed that there were 3,57% student who got score 50; 3,57% student who got score 55; 3,57% student who got score 60; 10,71% student who got score 65; 3,57% student who got score 70; 21,42% student who got score 75; 17,85% student who got score 80; 10,71% student who got score 85; 21,42% student who got score 95; and 3,57% student who got score 100.

The Comparison

In order to examine whether there is any improvement or not, the researcher compared the result obtained from the pre-test and post-test. The comparison shown in the table:

Table 5. Matrix of pre-test and post-test

<i>Number of The Subjects</i>	X₁	X₂
<i>Student 1</i>	20	75
<i>Student 2</i>	5	85
<i>Student 3</i>	0	95
<i>Student 4</i>	75	100
<i>Student 5</i>	45	95
<i>Student 6</i>	20	85
<i>Student 7</i>	25	75
<i>Student 8</i>	35	65
<i>Student 9</i>	35	65
<i>Student 10</i>	10	50
<i>Student 11</i>	25	95
<i>Student 12</i>	25	75
<i>Student 13</i>	45	95
<i>Student 14</i>	35	95
<i>Student 15</i>	20	80
<i>Student 16</i>	35	85
<i>Student 17</i>	50	95
<i>Student 18</i>	30	80
<i>Student 19</i>	50	75
<i>Student 20</i>	45	80
<i>Student 21</i>	40	55
<i>Student 22</i>	45	60
<i>Student 23</i>	45	80
<i>Student 24</i>	40	80
<i>Student 25</i>	45	75
<i>Student 26</i>	45	75
<i>Student 27</i>	40	65

<i>Student 28</i>	15	70
<i>Total</i>	945	2205

The result obtained from this research showed that there are improvements in students' listening score after the treatment. It is shown in the table that the score was increased at the post-test. To see the significance score, please see the table below:

Table 6. Students gaining scores

<i>Number of The Subjects</i>	X₁	X₂	<i>Significances Study</i>
<i>Student 1</i>	20	75	55
<i>Student 2</i>	5	85	80
<i>Student 3</i>	0	95	95
<i>Student 4</i>	75	100	25
<i>Student 5</i>	45	95	50
<i>Student 6</i>	20	85	65
<i>Student 7</i>	25	75	50
<i>Student 8</i>	35	65	30
<i>Student 9</i>	35	65	30
<i>Student 10</i>	10	50	40
<i>Student 11</i>	25	95	70
<i>Student 12</i>	25	75	50
<i>Student 13</i>	45	95	50
<i>Student 14</i>	35	95	60
<i>Student 15</i>	20	80	60
<i>Student 16</i>	35	85	50
<i>Student 17</i>	50	95	45
<i>Student 18</i>	30	80	50
<i>Student 19</i>	50	75	25

<i>Student 20</i>	45	80	35
<i>Student 21</i>	40	55	15
<i>Student 22</i>	45	60	15
<i>Student 23</i>	45	80	35
<i>Student 24</i>	40	80	40
<i>Student 25</i>	45	75	30
<i>Student 26</i>	45	75	30
<i>Student 27</i>	40	65	25
<i>Student 28</i>	15	70	55
	945	2205	

As shown in the data that there were twenty-eight students who took part in this research. One student got increased by 95 points, one student got increased by 80 points, one student got increased by 70 points, one student got increased by 65 points, two students got increased by 60 points, two students got increased by 55 points, six students got increased by 50 points, one student got increased by 45 points, two students got increased by 40 points, two students got increased by 35 points, four students got increased by 30 points, three students got increased by 25 points, and two students got increased by 15 points.

As for the visualization of the data, here is the figure of the comparison of the pre-test and post-test:

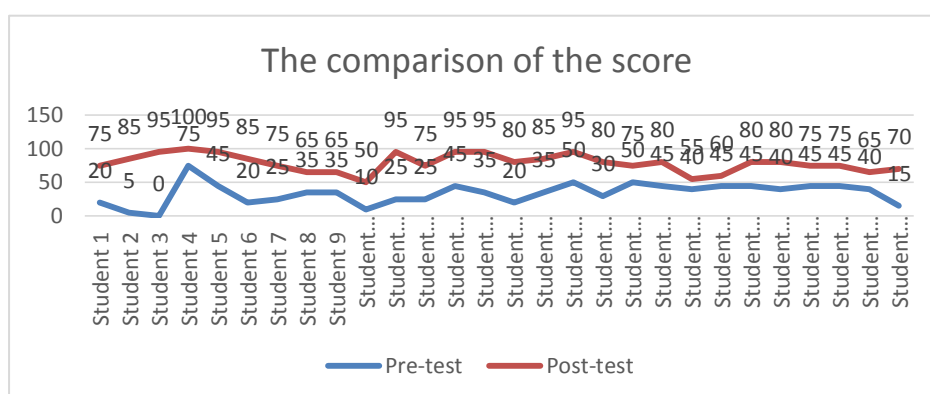


Figure 3. The comparison of the pre-test post-test score

The lines showed that student 1 got 20 on the pre-test then 75 on the post-test, student 2 got 5 on the pre-test then 85 on the post-test, student 3 got 0 on the pre-test then 95 at the post-test, student 4 got 75 on the pre-test then 100 on the post-test, student 5 got 45 on the pre-test then 95 on the post-test, student 6 got 20 on the pre-test then 85 on the post-test, student 7 got 25 on the pre-test then 75 on the post-test, student 8 got 35 on the pre-test then 65 on the post-test, student 9 got 35 on the pre-test then 65 on the post-test, student 10 got 10 on the pre-test then 50 on the post-test, student 11 got 25 on the pre-test then 95 on the post-test, student 12 got 25 on the pre-test then 75 on the post-test, student 13 got 45 on the pre-test then 95 on the post-test, student 14 got 35 on the pre-test then 95 on the post-test, student 15 got 20 on the pre-test then 80 on the post-test, student 16 got 35 on the pre-test then 85 on the post-test, student 17 got 50 on the pre-test then 95 on the post-test, student 18 got 30 on the pre-test then 80 on the post-test, student 19 got 50 on the pre-test then 75 on the post-test, student 20 got 45 on the pre-test then 80 on the post-test, student 21 got 40 on the pre-test then 55 on the post-test, student 22 got 45 on the pre-test then 60 on the post-test, student 22 got 45 on the pre-test then 60 on the post-test, student 23 got 45 on the pre-test then 80 on the post-test, student 24 got 40 on the pre-test then 80 on the post-test, student 25 got 45 on the pre-test then 75 on the post-test, student 26 got 45 on the pre-test then 75 on the post-test, student 27 got 40 on the pre-test then 65 on the post-test, and student 28 got 15 on the pre-test then 70 on the post-test.

Thereafter collecting then analysed the data, the comparison of the mean score of pre-test and post-test are:

Table 7. Recapitulation of mean score of pre-test and post-test

<i>Test</i>	Mean Score
O_1	33,75
O_2	78,75

As shown at the table above that the mean score of the pre-test and the post-test has improved. Based on this data, the researcher found that there was improvement on the use of captioned news video for EFL students' listening skill.

CONCLUSION

The researcher may draw the conclusion that the students' listening skills have improved significantly as a result of using captioned news videos as the treatment, based on the presentation and analysis of the data in the previous chapter. The result of this research has shown that the post-test score was better than the pre-test score. It was shown with the mean score of the pre-test was 33,75 and the mean score of the post-test was 78,75. It was cleared that there was improvement from the pre-test to the post-test, using the audio-visual media, especially captioned news video.

The use of media has been known to create more effective teaching-learning activities. Based on this research, it is proved that the use of captioned news video does improve EFL students' listening skill. Therefore, it is suggested that as an English teacher to use captioned news video as a media in English teaching-learning.

However, it is suggested to other researcher to find out any other aid or alternatives to improve the English teaching-learning activity. The researcher believe that nothing is perfect other than God. Moreover, in order to create the enjoyment of teaching-learning English, as a teacher it is expected to be more creative. Always study and updating the knowledge to be a better lecturer.

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