

CHAPTER 2

LITERATURE REVIEW

This chapter provides an in-depth explanation of the theories used in the study. It contains the theoretical framework, study of relevant research, and research hypotheses.

A. Theoretical Framework

1. Subtitle in Language Learning

Subtitles are text that appears at the bottom of a video, which contains the same dialogue as the video. According to Bruti (2009), subtitles are texts initially spoken but written in the same sentence to convey information. Subtitles are written translations of video content, including the speaker's original dialogue, elements that appear in the video, and other information shown in the video (Cintas & Remael, 2014). Using subtitles helps to hear the voice in its original language, and the written translation or transcription is displayed simultaneously. Chaume stated in 2013 that subtitles are a process of displaying written text in a language on the screen, so that the subtitles match the video dialogue. In addition, subtitles provide visual support in the form of text displayed on the screen to help associate the words heard with the words read to provide more effective listening comprehension, especially in educational contexts (Winke et al., 2010).

According to Zanon (2006), there are three types of subtitles, as follows:

- a. Bimodal or intralingual subtitles are used when the dialogue is in English and the subtitle text available is in English.
- b. Standard or interlingual subtitles are used when the dialogue is in English, and the available subtitles are in the learner's native language.
- c. Reverse subtitles are used when the native-language dialogue is presented while the subtitle text is in English.

Meanwhile, according to Aksu and Köprülü-Günay (2018), there are generally two types of subtitles:

- a. Interlingual subtitles: The original language of the movie is translated into another language, so users can watch and listen to the movie in their original language while reading subtitles in their own language.
- b. Intralingual subtitles: The original language and the movie subtitles are the same language.

According to Wang (2012), there are three combinations of audio and text types: Standard subtitles are a combination of L2 (second language) audio with L1 (first language) text; Bimodal or Intralingual subtitles, which are a combination of L2 audio plus L2 text; and Reverse subtitles are a combination of L1 audio and L2 text.

The classifications by Zanon (2006), Aksu and Köprülü-Günay (2018), and Wang (2012) show that subtitles differ according to the relationship between the audio language and the text language. Although their categorization terms vary, all three agree that subtitles can reinforce the target language through intralingual/bimodal subtitles or aid comprehension through interlingual subtitles. Understanding these differences is crucial because the type of subtitles chosen directly influences the cognitive processes involved in listening comprehension. This theoretical basis also supports the research focus on bimodal subtitles, which provide simultaneous audio and second language text input to enhance authentic linguistic exposure.

2. Bimodal Subtitle

Bimodal subtitles offer an innovative approach to language learning by integrating auditory and visual elements. Bimodal subtitles are similar to intralingual subtitles in that they provide both voice and subtitle text in the same language (Yulia & Fazaki, 2022). Bimodal subtitling refers to the simultaneous display of audio and text in a video, enabling learners to hear and see the written form of the spoken

language. To improve listening comprehension, one can provide a written form of spoken language (Napikul et al., 2018). The use of bimodal subtitles is beneficial for language learners learning languages with fast speech or complex vocabulary, helping bridge the gap between auditory input and textual comprehension (Dumlao et al., 2020).

Furthermore, the use of bimodal subtitles serves as one of the pedagogical tools for English as a Foreign Language (EFL) learners. Using bimodal or intralingual subtitles can help learners better comprehend the dialogue without requiring translation into their native language (Abdellah, 2008). The dual exposure of bimodal subtitles can significantly enhance their listening experience, as they reinforce listening comprehension by showing and hearing each word (Faqe, 2017; Graham, 2006). So bimodal subtitles can significantly provide a listening experience for language learners.

3. YouTube as a Learning Tool

YouTube is a digital platform that provides various types of videos and has become one of the most frequently used media for teaching English (Srinivasacharlu, 2020). In learning a language, listening is an ability that must be mastered, and YouTube videos can improve students' listening abilities. According to Qomariyah (2021), states that watching YouTube videos relevant to English learning improves students' listening comprehension. Learning videos on YouTube feature illustrative images that help students learn through visuals and audio. According to Puspitasari and Murda (2018), an engaging audio-visual format makes it easier for students to understand learning materials. With images, sounds, and contextual cues presented simultaneously, YouTube allows learners to process information more effectively.

YouTube also serves as a source of authentic material that supports language learning through exposure to real-world communication. These videos contain natural language produced by native speakers for

a global audience, providing learners with the opportunity to become familiar with everyday expressions and intonation patterns. According to Yuyun and Simamora (2021), the real-world data presented in these videos helps students build background knowledge on various topics. Authentic materials such as news, interviews, vlogs, and tutorials are not created for teaching purposes, but for real communication. Gilmore (2007) argues that this authenticity is very important because it exposes learners to actual language use, cultural elements, and different accents. Interacting with natural input allows learners to become more familiar with how English is used in real contexts.

Mandasari's (2016) examined teachers' beliefs about authentic materials in teaching listening. The results show that teachers believe authentic materials are those produced by native speakers without a specific teaching purpose, but they also have benefits for language learning. These authentic materials introduce students to real language use contexts, which can enhance their understanding of native cultures, enrich vocabulary, and improve listening skills, as well as oral and written abilities. They also motivate students to learn independently and be more confident in communicating. In practice, authentic materials need to be carefully selected to be relevant to the learning objectives and attract students' interest, such as using songs that students like and help them understand the language in a fun context. Using YouTube learning videos can provide students with a wide range of opportunities for self-learning and knowledge acquisition, driven by their curiosity. In addition, it can overcome the limitations of space and time because it can be accessed anywhere and anytime.

YouTube offers several features, such as Video Uploading and Editing, Subtitles and Closed Captions (CC), Playlists, Live Streaming, YouTube Shorts, Autoplay and Recommendations, Search and Filters, etc. Among these features, the use of Subtitles and Closed Captions (CC) will help with listening comprehension. Because Closed Caption

(CC) here is similar to bimodal subtitles, both display the exact text alongside audio in the same language. Closed Caption (CC) is a feature that can be activated or deactivated that contains text transcriptions or translations of dialogue as well as descriptions of other audio elements, such as music, background atmosphere, and sound effects that have been synchronized with the video content displayed at the bottom of the screen (Vizconde et al., 2024).



Figure 2. 1 Closed Captions (CC) Feature on YouTube

This feature supports listening comprehension by allowing learners to process auditory input alongside written text in the same language.

4. Listening Comprehension

Listening comprehension is a basic language skill that must be mastered to understand, interpret, and communicate effectively. It refers to students' ability to actively understand, interpret, and summarize spoken English, utilizing linguistic units such as words and grammatical structures, situational context, prior knowledge, and listening strategies to construct meaning from what is heard (Gilakjani & Ahmadi, 2011). Listening comprehension is an important skill in language acquisition because it enables accurate understanding, interpretation, and response to spoken language to obtain its meaning (Vandergrift & Goh, 2012). Beyond being a basic language skill, listening comprehension also influences learners' ability to engage in conversation, follow instructions, and absorb information. Moreover, listening comprehension involves cognitive engagement, in which listeners must combine new information with prior knowledge to

produce meaningful understanding (Rost, 2011).

In addition, listening comprehension involves the listener actively constructing meaning and confronting a range of variables that affect it, making it a complex interactive process (Furuya, 2021; Hamouda, 2013). According to Cross (2018), different variables that affect listening comprehension include vocabulary knowledge, word discriminators, working memory, and cognitive awareness. Therefore, listening comprehension requires concentration and quick understanding of the meaning. Expressions, faces, gestures, and the context of what is being said are important factors that must be considered for the listener to understand (Gilakjani & Sabouri, 2016). In summary, listening comprehension is a complex process in which the listener must focus on the message of the conversation to understand the text, consisting of words and sentences.

Many learners face challenges in mastering listening comprehension skills. Difficulties in listening can arise from various factors, such as the speed of speech, limited vocabulary, diverse accents, and distracting noise (Rost & Candlin, 2014). According to Yahmun et al. (2020), students often face four main difficulties: audio speed, length of audio texts, limited vocabulary, and accent influence. Another study found that the most common difficulty was the speed problem, so that students could not understand carefully, followed by the length of the text content, which made students unable to remember the entire text, and the last problem was the use of different accents that made students confused (Manurung et al., 2024).

According to Nabiyev and Idiyev (2022), the main reasons for listening difficulties are the lack of effort to understand each word while listening, feeling lazy in expanding their vocabulary knowledge, and the problem of pronouncing different accents. Meanwhile, according to Underwood in Gilakjani's research (2016), these obstacles include the speed of speech, the absence of audio repetition, encountering

unfamiliar words, a lack of contextual knowledge, and difficulty concentrating. In addition to the above difficulties, not having enough information about the topic, not being calm during listening to the text, poor quality listening equipment, having short-term memory, homophones, difficulty understanding informal words and idiomatic expressions, and the use of complex grammatical structures are other problems of difficulties in listening comprehension (Assaf, 2015; Mahmoud & Ahmed, 2020; Rakhman et al., 2020). From the studies discussed, these difficulties cause students' frustration during listening comprehension, underscoring the need for effective instructional strategies and resources to help students improve their listening comprehension skills.

As the next step in overcoming listening comprehension challenges, listening comprehension indicators can serve as a reference to assess students' listening comprehension abilities. Listening comprehension indicators are measurable results that reflect the learner's ability to understand spoken language. According to Nunan (2003), there are three indicators of listening comprehension, namely:

- a. Listening for gist. Gist listening is the ability to capture the main ideas without paying attention to the details of what students hear.
- b. Listening for details. Detailed listening requires high concentration, accuracy, and strong memory, as it requires paying close attention to specific information such as names, times, dates, numbers, or specific facts in the content being listened to.
- c. Inferring meaning from context. Inferring meaning is an ability that involves knowledge and context clues in audio to understand or guess words or phrases from unfamiliar meanings.

Understanding the indicators of listening comprehension can help make a purposeful reference in assessing students' progress and designing effective strategies to overcome challenges. The indicators are not only a measurement tool but also a guide to achieving good

listening comprehension.

5. Teaching Listening

In language learning, teaching listening is essential because good listening skills help students understand and participate in conversations. Listening is an important skill that is often used in everyday life, both in teaching and learning (Jyoti, 2020). Although important, in teaching listening, students often face various challenges. Listening itself involves not only understanding but also interpreting the meaning of the context obtained (Rost, 2011). In addition, students also often have difficulty understanding differences in the use of accents, speed of speech, unfamiliar vocabulary, and so on. According to Vandergrift and Goh (2012), these challenges can hinder the learning process and cause frustration for students. Because of these frustrations, students have no enthusiasm for learning, and the teaching of listening comprehension is often neglected in some English as a foreign language classes (Gilakjani & Sabouri, 2016).

To improve listening comprehension, various approaches are applied in teaching listening, such as audio-lingual methods, communicative strategies, and task-based learning. Each of these approaches has a different focus, but all aim to improve students' listening skills (Richards, 2008). In practical teaching, factors such as task complexity and students' cognitive and emotional readiness need to be considered to ensure students have a meaningful learning experience. Aligning tasks with students' needs in real-world language use is a successful listening instruction because it integrates linguistic and non-linguistic elements (British Council, 2023; Renandya & Hu, 2018). According to Krivosheyeva et al. (2020), there are some tips for using any method to teach listening:

- a. Keep expectations simple. Because even experienced listeners cannot remember the entire message completely and accurately, let alone students who are still in the learning stage.

- b. Make sure directions are accessible. Provide opportunities for students to ask questions, but also allow students to make mistakes.
- c. Assist in navigating communication anxiety. When students experience anxiety, developing activities that match their abilities can help them feel more confident as they make progress or improvements, no matter how small.

Understanding the strategies and stages of teaching listening is very important for a teacher. According to Vandergrift (2004), the following stages of teaching can help learners use their existing knowledge to fill in the gaps in their understanding:

- a. Planning/predicting stage. Students estimate the type of information and possible words they will hear after learning the topic and style of the text.
- b. First verification stage. Students check their initial ideas, make corrections when necessary, and record additional information they understand. Then, students compare with peers, make changes, determine what needs to be done, and decide on the problem at hand.
- c. Second verification stage. Students check for disagreements, make adjustments, and record additional information. Then, have a class discussion to reconstruct the main themes and important details of the text, and observe how students understand the meaning of certain words or passages.
- d. Final verification stage. Students pay attention to information of interest.
- e. Reflection stage. Students write down the objectives of the next listening activity based on a discussion of strategies to compensate for what is not understood.

In addition, in teaching listening, the teacher's role in fostering a friendly classroom atmosphere is very important. According to Harmer

(1991), as cited in Gilakjani and Sabouri (2016), the main role of the teacher in listening teaching activities is as follows:

- a. Teacher as organizer. The teacher explains the objectives, gives clear instructions, and provides helpful feedback to students.
- b. The teacher as a controller. The teacher manages the lesson, determines students' activities, and organizes the listening phase.
- c. The teacher as an evaluator. The teacher evaluates student performance and provides feedback.
- d. The teacher as a resource. The teacher provides advice and assists students in overcoming difficulties in vocabulary and grammar mastery.
- e. The teacher as tutor. The teacher assists students in developing ideas and predicting missing information.
- f. The teacher as investigator. The teacher monitors the class activities' running and assesses the effectiveness of the listening activities.
- g. The teacher as a prompter. The teacher encourages students and provides helpful recommendations during the activity.
- h. The teacher as a participant. The teacher participates in the listening activity and helps create a good classroom atmosphere.

Teaching listening skills is an important aspect of language learning that requires effective strategies and teacher support. Through proper guidance, engaging activities, and a positive learning environment, students can gradually improve their listening skills and become more confident language learners.

In line with the increasing emphasis on communicative competence and authentic language exposure, recent developments in listening pedagogy highlight the integration of multimedia as an effective tool for improving student comprehension. Among various learning media, video is considered the most engaging and context-rich resource because it combines visual and auditory input simultaneously.

By integrating video into listening instruction, teachers can bridge traditional listening practices with more interactive and meaningful learning experiences. Therefore, the next section discusses the use of video in teaching listening comprehension with reference to the views of Harmer (2015), Rost (2011), Wilson (2008), and Richards (2008).

Teaching listening comprehension using videos offers dual benefits by combining visual and auditory input. The combination of both helps learners understand meaning through context, facial expressions, body language, and intonation. According to Harmer (2015), the process of teaching listening through videos involves three main stages: pre-viewing, while-viewing, and post-viewing. This process is designed to build understanding gradually, from preparation and direct interaction and reflection. Harmer emphasizes that these activities must be tailored to students' levels and learning objectives to make the listening process more effective and engaging. Pre-viewing is related to the development of students' comprehension strategies. Many strategies are applied in pre-viewing activities to help students understand, establish context, and generate interest in the topic.

a. Pre-viewing

Pre-viewing is related to the development of students' comprehension strategies. This stage aims to prepare students by providing a short preview or initial discussion, thereby helping them understand, establish context, and generate interest in the topic. Here are some activities that can encourage students to think critically:

- 1) Discuss the video topic in advance to build personal connections while listening to others' opinions on the topic.
- 2) Predict the video's content by guessing from the title or thumbnail.
- 3) Brainstorm vocabulary through discussion.
- 4) Answer warm-up questions related to the video that will be

shown.

- 5) Read supporting materials to add to your basic understanding of the topic.

b. While-viewing

While viewing is the core stage in which students interact directly with the video, focusing on real-time information processing. Harmer suggests these activities to practice active listening, where students not only listen but also apply strategies to understand and remember the content. Activities that can be done include:

- 1) Answer comprehension questions through discussion.
- 2) Take notes on the main points or important details in the video, then discuss them.
- 3) Identify visual and audio elements, such as facial expressions, movements, background sounds, accents, and tone of voice to understand emotions.
- 4) Pause the video for discussion.
- 5) Practice vocabulary and sentence structure through role-play by following and applying what has been learned in the video.

c. Post-viewing

Post-viewing is the final stage to measure understanding, reinforce learning, and apply the knowledge gained. This stage is important to help students reflect on what they have learned and relate it to real-life contexts. Recommended activities include:

- 1) Group or pair discussions about the video content.
- 2) Presenting notes taken from the video orally to provide feedback on what they learned from the video.
- 3) Speaking projects related to the video, such as role-playing based on scenes in the video.
- 4) Understanding tests through oral games.

- 5) Personal reflection, which can encourage students to write a short journal about the challenges they faced while listening and the strategies that worked, can help build meta-cognitive skills.

In addition, effective listening instruction must be carefully designed to facilitate the development of comprehension strategies, critical thinking, and reflective skills among learners. According to Rost (2011), as cited in Wilson (2008), the pre-listening, during-listening, and post-listening phases are crucial for enabling students to process linguistic input naturally, mimicking everyday communication patterns. This structured approach prevents cognitive overload by gradually building anticipation and reinforcement, thereby enhancing metacognitive awareness and long-term retention. By integrating these phases, educators can align listening activities with authentic contexts, such as video-based materials, to promote language proficiency holistically. The phases are as follows:

- a. Pre-Listening

This preparatory phase aims to activate students' prior knowledge and set expectations regarding the upcoming material, thereby creating a contextual framework and increasing motivation before the listening activity. This stage ensures that students are cognitively prepared to interpret the content more effectively, reduces anxiety, and promotes natural inference skills similar to those in the native language. Activities that can be applied include:

- 1) Discussing the topic to connect personal experiences with the video content helps build relevant schemas and contextual relevance.
- 2) Predicting the video content based on the title or preview image, encouraging anticipatory reasoning and top-down processing.

- 3) Compiling a list of vocabulary relevant to the topic, which supports bottom-up linguistic preparation and vocabulary mastery.
- 4) Answering warm-up questions or reading a short related text, which further contextualizes the material and establishes clear listening objectives.

b. While-Listening

As the main phase, the listening phase emphasizes active engagement with the video to understand the message through direct processing, where students apply selective and deep listening strategies. This stage highlights the role of integrating real-time information processing with multimodal cues to facilitate the formation of contextual meaning and reduce dependence on isolated linguistic elements. This phase encourages interactive participation, allowing students to practice adaptive listening skills in a dynamic environment. Activities that can be carried out include:

- 1) Answering comprehension questions or sequencing information from the video, which reinforces overall and detailed understanding.
- 2) Noting main ideas or important details for further discussion, improving memory retention, and analytical skills.
- 3) Identifying visual and auditory elements, such as intonation, facial expressions, and body language, to interpret emotions and implicit meanings.
- 4) Pausing the video at specific points for discussion facilitates immediate clarification and collaborative processing.

c. Post-Listening

The post-listening phase aims to consolidate understanding, expand vocabulary, and encourage reflection on the video

content. This stage plays an important role in internalizing the material and evaluating the effectiveness of the strategies used, which promotes metacognitive growth and transfer to real-world applications. By reflecting on the process, learners develop self-awareness and adaptive techniques for future listening tasks. Recommended activities include:

- 1) Group or pair discussions to compare understanding outcomes, which facilitate critical dialogue and peer learning.
- 2) Delivering oral or written summaries of the video content, which reinforces synthesis and expression skills.
- 3) Participating in role-plays or short presentations based on video scenes, which creatively apply the elements learned.
- 4) Writing reflective journals about difficulties encountered and listening strategies used, which builds evaluative metacognition.

According to Richards (2008), the listening instruction process consists of three main phases, namely pre-listening, during listening, and post-listening. This effectively connects bottom-up processing (focusing on linguistic forms such as words and structures) and top-down processing (emphasizing contextual meaning and inference). This integrated approach enables students to achieve comprehensive language comprehension, especially when using authentic media such as videos, by balancing detailed analysis and holistic interpretation. Richards (2008) further explains that these phases support communicative competence, enabling learners to navigate complex input through strategic engagement.

a. Pre-listening

This phase aims to build students' background knowledge and establish clear listening objectives. Richards (2008) argues that pre-listening activities are the foundation for anticipating

content and facilitating dual processing modes, thereby improving predictive abilities and reducing comprehension barriers. By activating schemas, students can utilize existing knowledge to interpret new information more efficiently. Activities that can be carried out include:

- 1) Activating schemata through topic discussions, which connect previous experiences with upcoming material.
- 2) Predicting the content or outcome of the video, which promotes predictive skills and contextual insight.
- 3) Reviewing vocabulary or key expressions that are likely to appear in the video, which prepares for the bottom-up decoding process.
- 4) This preparation helps students anticipate content and meaning, while supporting the integrated top-down and bottom-up comprehension process.

b. During Listening

This phase requires students to actively process auditory material through comprehension-focused tasks. At this stage, practice is emphasized to encourage simultaneous attention to linguistic form and meaning and to foster selective and detailed listening. Such activities promote real-time engagement, allowing learners to practice adaptive strategies in response to multimodal stimuli. Common activities include:

- 1) Listening for main ideas (overall ideas) or specific details, balancing broad and narrow comprehension.
- 2) Sequencing ideas, events, or conversations according to video content improves organizational skills.
- 3) Completing tasks such as listen and match, listen and select, or listen and note, which integrate form and meaning.
- 4) These activities encourage students to pay attention to linguistic structure and contextual meaning simultaneously.

c. Post-Listening

The final phase serves to reinforce understanding and connect the video content to real-life contexts. Richards (2008) recommends activities that go beyond passive reception, encouraging expressive and reflective responses to strengthen learning. This phase facilitates skill transfer, enabling students to apply insights in a communicative and critical way. Recommended activities include:

- 1) Expressing personal opinions or reflections on the video content encourages subjective engagement.
- 2) Summarizing or retelling the video content, reinforcing synthesis and narrative skills.
- 3) Engaging in in-depth discussions or writing responses to the topics discussed, which integrates understanding with broader communicative abilities.

In general, based on Harmer (2015), Rost (2011), Wilson (2008), and Richards (2008), teaching listening comprehension using videos should be conducted in a structured, interactive, and reflective manner through three main stages: pre-listening (or pre-viewing), while listening (or while viewing), and post-listening (or post-viewing). Each stage has a complementary function to build listening skills gradually, from activating prior knowledge, processing meaning contextually, to reflecting on the understanding gained.

This approach not only helps students understand the content of the video more deeply but also develops critical thinking skills, metacognitive awareness, and authentic communication skills. Incorporating visual and auditory elements into video-based listening comprehension learning offers substantial pedagogical advantages, as it facilitates contextual understanding through elements such as facial expressions, body language, and intonation. Ultimately, applying these phases with authentic video material empowers students to navigate

complex linguistic input effectively, promoting long-term communicative competence and adaptability in real-world contexts. Therefore, applying these three stages is an important foundation for creating effective, enjoyable listening learning that is oriented towards developing students' communicative competence.

6. Effective Use of YouTube in Teaching

In Berk's study (2009), he explains that, based on his literature review, to use video (one of which is YouTube) in lessons, there are several steps that consist of:

- a. The teacher selects a specific video clip to provide content or illustrate a concept or principle.
- b. The teacher provides students with specific guidelines or discussion questions so that they have clues about what to see, hear, and look for.
- c. Briefly introduce the video to reinforce the objectives.
- d. Play the clip.
- e. Stop the clip at any scene to highlight a point or replay the clip for a specific classroom exercise.
- f. Set a time for reflection on what is in the scene.
- g. Set active learning activities to interact on specific questions, issues, or concepts in the clip.
- h. Discuss these questions in small or large groups.

These strategies or steps can be utilized to assist teachers in creating an interactive and purposeful learning experience, allowing students to not only access authentic material but also reinforce their understanding through structured discussion and reflection. The steps aim to ensure that the video is used effectively as a learning tool, focusing students' attention on key learning concepts, and familiarizing them with critical and collaborative thinking through discussion activities. This allows teachers to enrich students' learning experience and encourage active participation, positively impacting a deeper

understanding of the material.

B. Study of Relevant Research

Several previous studies have discussed the influence of bimodal subtitles in YouTube videos on listening comprehension. The study by Dumlao et al. (2020) aimed to determine the efficacy of bimodal subtitles in improving the listening comprehension of ESL learners, with fifty 10th-grade students from San Jose City National High School as participants. Their study showed that using bimodal subtitles effectively improved students' listening comprehension, mentioning that the experimental group showed a significant difference in scores from the control group in listening comprehension. Using bimodal subtitles can help students connect the audio with the text they see, facilitating the process of interpreting and understanding spoken language. Therefore, it is proven that bimodal subtitles can improve the listening comprehension of ESL students. Another study by Manurung et al. (2024) supports this finding; their research aims to find out if there is an impact of using video subtitles to improve EFL students' listening skills, with a total number of participants of 60 11th-grade students of SMA Negeri 2 Perbaungan. The results of this study can be seen from the average value of the Experimental Class Post-Test, which increased significantly. So, the results of using Video Subtitles as an attractive EFL learning media can affect the improvement of students' listening skills. These two studies can provide evidence that bimodal subtitles have significant benefits in supporting students' comprehension in ESL and EFL contexts.

Other studies that discuss the use of subtitles to improve listening comprehension are research from Firdausi (2024) and Qazi et al. (2023). Firdausi's research (2024) aims to investigate the effect of using English subtitles in English videos on the listening comprehension of English language education students at Jember Muhammadiyah University. According to the results of his research, bimodal subtitles can be used in learning to listen because they can help students associate the text seen with the sound heard, thus helping students understand the meaning and structure

of sentences better. In addition, Qazi et al. (2023) explored the impact of using subtitles on listening comprehension and vocabulary learning for ESL students. In this quasi-experimental study, researchers showed that the experimental group gave significantly better results than the control group.

Furthermore, Dizon and Thanyawatpokin (2021) examined using bimodal subtitles on a digital platform, namely Netflix. They found that L1 subtitles, either alone or with L2 captions, were key to supporting vocabulary learning and video comprehension. This study is relevant to research using digital video platforms such as YouTube, as it shows that the use of bimodal subtitles in online videos can support the development of listening skills in an effective and engaging way. Taken together, these five studies provide a strong foundation for further research into the influence of bimodal subtitles in short YouTube videos on students' listening comprehension.

C. Research Hypothesis

A hypothesis is a tentative answer to a research question or conjecture about the existence or non-existence of a relationship between two or more variables. According to Creswell & Creswell (2018), a hypothesis is a prediction or tentative explanation of the relationship between variables to be tested. Hypotheses are divided into two types: alternative hypotheses (H_a), which state that there is a relationship or influence, and null hypotheses (H_0), which state that there is no relationship or influence. In this research, the researcher used two hypotheses:

H_a : There is an influence of using bimodal subtitles in short YouTube videos on students' listening comprehension skills.

H_0 : There is no influence of using bimodal subtitles on short YouTube videos on students' listening comprehension skills.