CHAPTER 1
INTRODUCTION

This chapter presents a comprehensive explanation of the research conducted. It contains the background of the study, the formulation of the problems, operational definitions, the aim of the study, and the significance of the study.

A. Background of the Study

Listening comprehension is a basic language skill that enables students to understand and interpret spoken language. Yurko and Styfanyshyn (2020) say that listening is a key skill in effective communication. Without mastering basic listening skills, the process of understanding language will not occur. Listening skill not only includes the basic ability to obtain information passively but also require a deep cognitive process so that students can understand spoken language effectively (Spataro & Bloch, 2018). This is due to the complex process, which require various cognitive skills, such as phonological awareness, lexical awareness, and syntactic processing. Similar to Yaacob et al. (2021), listening comprehension is defined as the process of understanding spoken language, grammatical structures, and the ability to distinguish sounds, all of which contribute to improving listening comprehension. Listening comprehension is a basic skill necessary for developing other skills, and it has a high priority in language pedagogy because it involves not only listening but also understanding the content of spoken language (Manurung et al., 2024). Therefore, effective listening is essential for language learners to communicate successfully in real-world situations.

Ideally, based on the curriculum standards and language acquisition benchmarks, eighth-grade junior high school students are expected to master several indicators of listening comprehension. These include the ability to identify main ideas, recognize specific information, infer meaning, understand speaker intention, and connect spoken information with prior knowledge (Anderson & Lynch, 2003; Kemendikbud, 2017). In addition,

students at this level are also expected to follow short spoken texts on familiar topics, respond appropriately, and demonstrate understanding through both verbal and written responses (Brown, 2001). However, in reality, these ideal expectations are often not met in classroom practice. Many students tend to avoid listening lessons because they often have difficulty mastering listening skills or lack interest in participating, especially when taking listening comprehension tests; they often feel frustrated when answering them (Febrina, 2022; Lau, 2017; Rokni & Ataee, 2014). In addition, other factors can cause students to struggle in listening comprehension activities. These factors occur, such as students not mastering vocabulary, not understanding accents, speaking speed, confusion in understanding the same phonemes, there are differences in sound recognition of foreign words that are read both in writing and from what they hear, long texts, difficulty concentrating, distracting noise, and inadequate facilities (Jyoti, 2020; Mulyadi et al., 2017; Sofyan et al., 2019).

Nowadays, learning a language can be easier with the existence of modern technology that facilitates language learning. Technological advances enable breakthroughs in implementing varied learning approaches, making them more helpful in education and language learning (Faramzi et al., 2019). One technological development is the use of multimedia. Multimedia is a technical tool for informatics education materials, based on audio, video, text, graphics, and animation effects, for delivering information (Rustamova & Mavlonova, 2023). Mukherjee (2018) mentioned that the use of multimedia in learning can enable teachers to act as facilitators, strengthening students' conceptual development and expanding learning opportunities through multimedia resources at school and home. Multimedia has the potential to create a high-quality learning environment by providing a more engaging and realistic learning context (Ozoda & Maftuna, 2021). One of them is video; using visual, aural, and audio elements will make students more interested in learning English, thereby improving their understanding (Hasan et al., 2019).

Subtitled videos are one of the various types of multimedia that can be used to improve listening comprehension. Using subtitled videos can provide visual and auditory input simultaneously, thus helping learners process information from both inputs (Vanderplank, 2016). According to Alabsi (2020), students who use video media with subtitles perform better and have a positive impact on their listening comprehension. Bimodal subtitling is a type of subtitle that provides transcription of video audio into dialogue text of the same language at the same time (Karakas & Saricoban, 2012; Zanon, 2006). Napikul et al. (2018) mention that providing a written form of spoken language can promote better listening comprehension, as it helps understand the content of the video. Therefore, watching videos with bimodal subtitles can be a tool to practice listening comprehension.

To enhance the accessibility and relevance of materials for practicing listening comprehension, YouTube is one such platform that provides a wide variety of educational and instructional videos with subtitles, fostering a more interactive and engaging learning experience (Winke et al., 2010). YouTube is an effective medium for improving EFL students' language comprehension. Yaacob and Saad (2020) stated that using YouTube as a learning platform helps achieve various learning outcomes, including cognitive, social, emotional, and psychomotor outcomes. The YouTube platform also makes it easier for students to access learning materials, as videos can be viewed for free (Buzzetto-More, 2014; Maziriri et al., 2020). One YouTube feature that can improve listening comprehension is closed captions (cc). This cc feature can help users access the text under the screen (subtitle text) from translated content and dialogue in their preferred language (Patmawati et al., 2024). This feature can help learners access bimodal subtitles, where audio and text are displayed simultaneously in the same language. In addition to improving listening comprehension, this CC feature supports the recognition of pronunciation, vocabulary, and sentence structure. The CC feature ensures that students learn based on their needs, making it a practical and versatile tool for EFL instruction.

Several previous studies discussed the use of bimodal subtitles in YouTube videos on listening comprehension (Dumlao et al., 20220; Firdausi, 2024; Marunung et al., 2024). These studies examine how subtitles in videos can improve students' listening comprehension through an experimental approach, and their findings show a significant improvement in students' listening comprehension. Previous research has focused on the use of videos with subtitles in listening comprehension and has examined their effectiveness only in general. Those studies have shown that videos with subtitles provide both visual and audio input, which can improve listening comprehension. Meanwhile, this study focuses on the influence of using bimodal subtitles in short YouTube videos as the primary learning resource on improving EFL students' listening comprehension in junior high school, through a combination of visual and audio inputs that support listening comprehension. This research is important because although digital media such as YouTube videos are widely accessed by students, their effectiveness for structured listening learning has not been specifically studied, and junior high school students often need additional support in understanding spoken English, making bimodal subtitles a relevant tool to study in the context of listening comprehension. Therefore, this study aims to fill the gap by examining the influence of bimodal subtitles on students' listening comprehension when watching short YouTube videos.

B. Formulation of the Problem

The Research Question of this study is "Does the use of bimodal subtitles in short YouTube videos influence students' listening comprehension?"

C. Operational Definitions

1. Bimodal Subtitle   :   Bimodal subtitles are defined as the simultaneous presentation of audio and text in English when students watch short learning videos on YouTube. These subtitles serve as learning aids, supporting listening comprehension by presenting

audio and visual input. Bimodal subtitles were used as a treatment during the learning session, before the post-test was conducted.

2. Short YouTube Video : These short YouTube videos are used as learning materials with a duration of about 2 to 10 minutes. The content of these videos focuses on English learning educational material designed to engage students in authentic listening practice.

3. Listening Comprehension : Listening comprehension is defined as the ability of students to understand, interpret, and summarize spoken English presented in a video. This ability is measured through three indicators, namely listening for gist, listening for details, and inferring meaning from context, which are used to assess the extent to which students can understand and interpret the spoken language they hear.

D. Aim of the Study

This study aims to determine the influence of using bimodal subtitles in short YouTube videos on students' listening comprehension.

E. Significance of the Study

1. Theoretical Framework

This study aims to complement previous research and provide insight into the influence of watching short videos with bimodal subtitles on listening comprehension.

2. Practical Framework

This study aims to inform educators about the influence of using short videos with bimodal subtitles as an effective teaching aid for

improving listening comprehension skills.

3. Empirical Framework

This study shows the influence of bimodal subtitles on students' listening comprehension. This can support educators in designing innovative learning strategies and provide insight for future research on bimodal subtitles and listening comprehension.