

Enhancing EFL College Students Listening Comprehension by Captioning

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Abstract

This study researched the impacts of English writings, Indonesian subtitles, or no subtitles on the tuning in appreciation of middle of the road and low-transitional level EFL students. A sum of 30 Grade-XII Taman Karya Vocational School of Purworejo understudies took part as in place bunches in the examination. The members saw the initial 19-min portion of the film Harry Potter and the Order of the Phoenix in just a single of the three entry conditions: English inscriptions, Indonesian inscriptions, or no subtitles and finished a 20-thing different decision listening understanding test. The consequences of ANOVA strategies exhibited that the understudies in every one of the three conditions performed correspondingly on the tuning in understanding test

Keywords; Internet, Learning Tecnology, Content Knowledge, Autonomous Learning, Independent Language Learning

Introduction

Listening is a key language skill, it has an essential function within the language acquisition process, and its development is of prime situation to language teachers (Rubin, 1994; Dunkel, 1991). Therefore, it has been a cornerstone of many theories of second language acquisition (Flowerdew & Miller, 2005). in short, these theories posit that publicity to real listening and reading texts allows an implicit process through which new language and linguistic guidelines become internalized and might then be automatically reproduced (Brett, 1997). Consequently, it has been a widely held assumption that the extent of talent achieved in a foreign language is at once affected by the quantity of publicity to the goal language in its natural settings (Rott, 1999). because the students in Indonesia examine English as a foreign language, they've limited chance of being exposed to the target language past the classroom. except, in the classroom, the great and amount of

language input they gather from their language learning materials and instructors in a restrained class time might not be enough to compensate the lack of publicity to real spoken and written language in use and its cultural aspects. EFL teachers, consequently, must offer real communicative input to their students and also encourage them to do significant examine. further, they need to assist them to make use of this kind of enter in an green way by using themselves. consequently, one of the most critical responsibilities that the language learners have is to reveal themselves to their goal language. so that you can tackle this project, they'll employ real materials; inclusive of radio/tv programmes, songs, newspapers, magazines, books, movies in English, and many others although all types of authentic materials are generally common place as helpful for learners, watching captioned films in English is probably one of the richest ways of imparting proper enter because it is the combination of those 3 mediums: aural,

visible and textual (Ogasawara, 1994). if you want to emphasize the authentic linguistic content of the films, King (2002) states, actual life contexts rather than synthetic conditions, and that they disclose college students to a wide range of local moreover, the presence of extralinguistic functions together with facial expressions and gestures may additionally make stronger & Curtis, 2000). except, the language spoken in movies is not best authentic, but also supplied in the correct cultural context and, consequently, may be an powerful way of imparting more appropriate use of language and preventing go-cultural expertise (Herron, Dubreil, Corrien & Cole, 2002). further to publicity, motivation is some other especially indicated important situation for language gaining knowledge of. visitors are generally quite prompted to recognize what is shown and said in films. furthermore, modern-day DVD technology gives another gain: looking overseas language movies closed-captioned inside the target language, which provides visible reinforcement of what students are listening to (King, 2002). adding published captions affords a third size to the visual and auditory cues provided by using the video and in addition encourages college students to think in English (Baltova, 1999). on the complete, captioned films may be a particularly influential, motivating, and beneficial technique to create at the least one out-of-magnificence channel of authentic communication for EFL learners.

With the ever growing recognition and availability of goal language feature movies, sitcoms, and documentaries, the use of captioned video to facilitate language mastering will become broadly welcomed

(Brett, 1998). therefore, many research were conducted to investigate the effects of captioning on language gaining knowledge of. some of studies have established a few beneficial results of captions on listening comprehension of ESL/EFL learners (Chung, 1999; Garza, 1991; Herron, Morris, Secules & Curtis, 1995; Huang & Eskey, 2000; Hwang, 2003; Markham, 2001; Markham, Peter, & McCarthy, 2001; Markham & Peter, 2003; Taylor, 2005; Yoshino, Kano, & Akahori, 2000). as an instance, Huang and Eskey (2000) examined the consequences of closed-captioned television (CCTV) at the listening comprehension of intermediate level college students learning English as a second language, and observed that Closed-Captioned tv had beneficial outcomes at the listening comprehension of intermediate degree ESL college students. additionally, the study through Markham, Peter and McCarthy (2001) sought to establish the effects of 3 one-of-a-kind situations at the comprehension of Spanish-as-FL DVD soundtrack cloth within the case of college college students at intermediate stage. The effects demonstrated that scholars progressed their preferred comprehension of Spanish-language DVD video thru the aid of both English captions or Spanish captions as opposed to viewing the equal DVD cloth with out captions

Through the researcher teaching experiences it has been assumed that sumed that watching English video programs not only make English study more interesting, but also seem to contribute to the improvement of EFL student's listening skill. Some believe that no matter what language they are in, captions are distracting and create a form of text dependence (Wang, 2007). Nonetheless,

others hold the view that captions contribute a lot of students second/foreign acquisition (Marham & Peter, 2003). Thereby, this study was aimed to examine the effects of using English and Indonesian captions on low-intermediate and intermediate-level EFL Grade-XII student of Taman Karya Vocational School of Purworejo comprehension skills. Accordingly, the three following research questions were addressed in this study:

1. How does English-language DVD material with English language captions affect English as a foreign language student's listening comprehension?
2. How does English-language DVD material with Indonesian language captions affect English as foreign language student's listening comprehension?
3. How does English-language DVD material without captions affect English as foreign language student's listening comprehension?

Methodology

The primary 19-min segment of the film Harry Potter and the Order of the Phoenix changed into captured and applied as the research cloth. The film selection turned into performed by taking the target audience of the film into attention. It changed into assumed suitable to the contributors in terms of both language stage and interest. additionally, a questionnaire became implemented with the intention to find out whether or not that they had seen the film earlier than or no longer. A 20-object English-language multiple-preference listening comprehension check

was hired as the trying out material. The take a look at became devised based totally on the DVD passage cloth. It consisted of words and structures that had been used within the DVD episode. this is, the vocabulary and the structures of the English- language multiple-preference items directly reflected the difficulty stage of the English-language passage cloth itself. experts, one in all whom changed into a local speaker having knowledge on ELT, were trusted for their critiques on the appropriateness of the test objects. They performed an item evaluation of the a couple of desire test by the usage of the subsequent Likert scale: (1) Very inappropriate, (2) inappropriate, (3) fair, (4) appropriate, and (5) Very appropriate. simplest test items that scored on or above the appropriate level were employed. furthermore, prior to administering the listening comprehension test to the topics, a pilot-take a look at become administered to envision the reliability of the take a look at gadgets. Kuder-Richardson formula 20 was conducted to analyze each of the pilot-tested more than one-choice gadgets. The document of KR-20 evaluation found out that the reliability coefficient for the Listening Comprehension take a look at reached .eighty two, which turned into statistically big. therefore, 20 items were decided appropriate enough to hire.

Procedure

The research was conducted during the subject's regularly class ours in the media lab for about 40 minutes for each combined group. The participants were the student of Grade-XII Taman Karya Vocational School of Purworejo. Each mixed group noticed the

DVD episode only one time in one of the three conditions: English captions, Indonesian captions, or no captions. After every combined group seen the DVD event, the multiple-choice check was completed. Each participant was presented with a test booklet including instructions. These were given 20 a few minutes to complete the check. While scoring the multiple-choice test, one stage was awarded for every correct answer.

Results and Discussion

A one-way ANOVA method was conducted to investigate the info. The researcher examined the three different passage conditions (English captions, Indonesian captions, or zero captions) with the multiple-choice test as the dependent measure. The full total outcomes of the statistical evaluation revealed that there have been no significant variations among the multiple-choice hearing comprehension test ratings of the training students in every three circumstances (Tables 1 and 2).

Table 1. Summary of one-way ANOVA for listening comprehension test

Source	SS	df	MS	F	Sig.
Between Groups	50.911	2	25.456	2.386	.111
Within Groups	288.056	27	10.669		
Total	338.967	29			

^a*p* < .05

Table 2. Descriptives of the listening comprehension test

Treatment	<i>n</i>	<i>M</i>	<i>SD</i>	Min.	Max.
No Captions	10	16.0000	3.31662	11.00	20.00
English Captions	10	17.7778	2.90593	12.00	20.00
Turkish Captions	10	14.5000	3.50397	10.00	19.00
Total	30	16.0333	3.41885	10.00	20.00

However, it must be taken into account that although the proficiency degree of the learning students in English and Indonesian captions conditions were less than the known

level of students in no-caption condition, they were able to meet up with their intermediate level peers in the no-caption condition on the listening comprehension test scores. Furthermore, because the known degrees of the students had been the same in the English and Indonesian captions conditions, zero factor between their scores may explain that both Indonesian and English captions possess similar effects on low comprehension of the 19-minute movie segment. As the individuals were intact groupings and the scholarly study happened in their environment, some restrictions for the scholarly study are the number of participants and their proficiency level. Firstly, since the research was conducted with 30 students, the full total results is probably not generalized to much larger groups. A study with more individuals would yield different outcomes. Also, the proficiency degree of the learning students in the nocaptions group was intermediate whereas the other students were low-intermediate level. These learning students assigned in to the no-caption group given that they were regarded as in a position to handle with watching the movie in English with no help. Therefore, if all the individuals had been at the same level, the total results would be different. For example, the training college students in no captions condition may not rating as high as the others did

5. Conclusion

The total results yielded no significant differences among the listening comprehension test scores of the students in every three conditions. Nevertheless, the low-intermediate level students in Indonesian and English captions conditions could actually

match their intermediate level peers in the no-captions condition on the listening comprehension test ratings. Therefore, the findings for the utilization of Indonesian and English captions might indicate that both English and Indonesian captions enhance low-intermediate level EFL student hearing comprehension of the 19-minute movie segment similarly. Study on different age group proficiency and group levels can be conducted to see whether captioned video has different effects on them. They might obtain different results in various proficiency levels. For instance, the total outcomes of Neuman and contextual support supplied by the video, students with limited linguistic abilities learned less from the captions than viewers in the mastery level. However, Markham (1989) indicated that L2 captioned videos might not be as important for advanced learners since based on the total results of his research, beginners performed better when supported with captioned videos. Given these controversial issues, future studies may investigate which effects could be observed if captioned components are provided to students of different amounts.

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