

**STUDENTS' PERCEPTION ON THE USE OF ANIMATED
VIDEOS WITH ENGLISH SUBTITLES IN A FOREIGN
LANGUAGE LISTENING CLASS**

THESIS



**IAIN
PALANGKARAYA**

**By
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**STATE ISLAMIC INSTITUT OF PALANGKARAYA
2021 G / 1443 H**

**STUDENTS' PERCEPTION ON THE USE OF ANIMATED
VIDEOS WITH ENGLISH SUBTITLES IN A FOREIGN
LANGUAGE LISTENING CLASS**

Thesis

Present to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
For the degree of Sarjana in English Education



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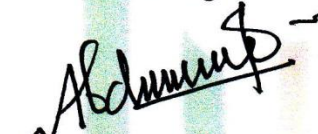
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Raya Demikian atas perhatiannya di ucapkan terima kasih.

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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MOTTO AND DEDICATION

وَهُوَ عَلَىٰ كُلِّ شَيْءٍ قَدِيرٌ ۖ إِلَى اللَّهِ مَرْجِعُكُمْ

“To Allah, you will return. He is almighty over all things.”

(Q.S. Hud: 04)

“Whatever happens Allah is the right place to return to.”

This thesis is dedicated to:

My beloved Father Taufik and Mother Sriwati for their valuable endless prayer, sacrifice, and support. My beloved brothers Muhammad Suryadi and Ade fikriya Hardiwinata.

ABSTRACT

Fatma, Dijah. (2021). Students' Perception on The Use of Animated Videos with English Subtitle in A Foreign Language Listening Class. Thesis, Department of English education. Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Dr. Abdul Syahid, M.Pd, (II) Akhmad Ali Mirza, M. Pd.

Keywords: *Perception, Listening Skill, Animated Video, English Subtitle.*

Advances in technology have made the language learning system have several media that are quite sophisticated, such as learning to listen to foreign language using media that helps the learning process using video.

The study was aimed to describe the perception of the student of English education using animated videos with English subtitles in listening classes and to describe the obstacles for the student while using animated videos with English subtitles to the listening learning process.

The researcher conducted this study using the case study method. In this research, there were six students as the subject. The researcher has selected the student based on some criteria that relate to this study.

Based on the result of the study, the student believed that using animated video with English subtitles is very useful and necessary. Furthermore, the use of animated videos with English subtitles can give a contribution to students' listening skills, vocabulary, structure, and grammar with the help of English subtitles. The students' problems when watching the animated video with English subtitles were unfamiliar with pronunciation, lack of vocabulary, and the speakers in the video being too fast and the pronunciation is not clear so they don't understand what is being said. The researcher concluded that the use of animated video with English subtitles is also one of the advantages of this research. Although, watched to animated video with English subtitles is not easy too, but if the student was able to understand and learn a listening skill from this media, it will give the students more knowledge, and of course, they can improve new vocabulary, structure, and grammar, pronunciation from this learning media.

ABSTRAK

Fatma, Dajah. (2021). *Persepsi Siswa tentang Penggunaan Video Animasi dengan Teks Bahasa Inggris di Kelas Mendengarkan Bahasa Asing. Skripsi, Jurusan Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Dr. Abdul Syahid, M.Pd, (II) Akhmad Ali Mirza, M.Pd.*

Kata kunci: Persepsi, Keterampilan Mendengarkan, Video Animasi, Subtitle Bahasa Inggris.

Kemajuan teknologi membuat sistem pembelajaran bahasa memiliki beberapa media yang cukup canggih, seperti pembelajaran mendengarkan bahasa asing dengan menggunakan media yang membantu proses pembelajaran menggunakan video.

Penelitian ini bertujuan untuk mendeskripsikan persepsi siswa pendidikan bahasa Inggris menggunakan video animasi dengan teks bahasa Inggris di kelas mendengarkan dan untuk mendeskripsikan hambatan siswa saat menggunakan video animasi dengan teks bahasa Inggris untuk proses pembelajaran mendengarkan.

Peneliti melakukan penelitian ini dengan menggunakan metode studi kasus. Dalam penelitian ini ada enam siswa sebagai subjek. Peneliti telah memilih siswa berdasarkan beberapa kriteria yang berhubungan dengan penelitian ini.

Berdasarkan hasil penelitian, siswa percaya bahwa menggunakan video animasi dengan teks bahasa Inggris sangat berguna dan perlu. Selanjutnya, penggunaan video animasi dengan teks bahasa Inggris dapat memberikan kontribusi terhadap keterampilan mendengarkan siswa, kosa kata, struktur dan tata bahasa dengan bantuan teks bahasa Inggris. Masalah siswa saat menonton video animasi dengan subtitle bahasa Inggris adalah kurang familiar dengan pengucapan, kurangnya kosakata, dan pembicara dalam video terlalu cepat dan pengucapannya tidak jelas sehingga mereka tidak mengerti apa yang dikatakan. Peneliti menyimpulkan bahwa, penggunaan video animasi dengan subtitle bahasa Inggris juga menjadi salah satu kelebihan dari penelitian ini. Meskipun menonton video animasi dengan subtitle bahasa Inggris juga tidak mudah, tetapi jika siswa dapat memahami dan mempelajari keterampilan mendengarkan dari media ini, itu akan memberi siswa lebih banyak pengetahuan, dan tentu saja, mereka dapat meningkatkan kosakata baru, struktur dan tata bahasa, pengucapan dari media pembelajaran ini.

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The writer would like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. Sholawat and salam always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

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11. Then last, her future husband, Ahmad Putra Sujadtmoko. who always supports her in all my activities.

Palangka Raya, Oktober 7th 2021

The writer,



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12. Surat Keterangan Lulus Seminar
13. Surat Ijin Penelitian
14. Surat Keterangan Selesai Penelitian
15. Curriculum Vitae

LIST OF ABBREVIATIONS

CALL	: Computer Assisted Language Learning
EFL	: English as A Foreign Language
L2	: Second Language
IAIN	: Institut Agama Islam Negeri



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CHAPTER I

INTRODUCTION

This chapter presents the research foundation, including, the background of the study, research problem, objectives of the study, scope and limitation, significance of the study, and definition of key terms.

A. Background of The Study

In recent years, researchers conducted a study on language learning using various media such as mobile devices (Kim, D., Rueckert, D., Kim, D.J., & Seo, D., 2017, p.5). Advances in technology have made the language learning system have several media that are quite sophisticated, such as learning to listen to foreign language using media that helps the learning process using video.

Listening is important and active language skill because of the process of hearing dialogue or information in learning a second language. The existence of these activities is among the characteristics in the dialogue that make listeners can understand information more easily. This is consistent with Syahid (2015), his research showing that the effect of speech on understanding teaching a foreign language by using dialogue can reveal that understanding is better than understanding monologues.

Woottipong (2014, p.210) states that to develop listening skills, students in learning English as a second language can use video material and draw conclusions about how students' attitudes towards using video material in

English learning to develop learning listening skills. The results of their research on the guided subjects also stated that it was very effective. However, language learning researchers continue to look for solutions, so that language learning is more effective in helping the language learning process. One way is to use an animated video with subtitles. Mustofa & Sari (2020) stated that the results of his research "using animated videos with subtitles help the language learning process because students greatly influence students' overall skills, which can affect the development of two productive skills, namely speaking. And writing skills."

Metruk (2018) clearly states that it seems that watching English videos with English subtitles can be more beneficial to EFL students' reading comprehension skills than using Slovak (Czech) subtitles. Besides that, Diora and Rosa (2020) stated the factors that cause students to have difficulty listening are dependent on others, an embarrassment to ask lecturers about the material, experiencing emotional disturbances, lecturers explaining material too quickly, lack of reward, and reinforcement, and less focus.

According to Putri, Fauzan, and Toba (2018), listening is part of the communication process, because it's a dialogue effort to achieve meaning and help people get information for specific purposes. One of the main reasons students face listening problems is that they develop more speaking skills than they do listening skills. Ahmadi (2016) states that the teacher could develop listening comprehension with the help of teachers and the use of appropriate learning materials and activities.

In this study, the researcher is interested to know the students' perception and the students' problems in listening by investigating students' perception toward the use of animated videos with English subtitles at listening classes. Base on the statement, it's interesting to research "Students' Perceptions of the Use of Animated Videos with English Subtitles at Listening Classes".

B. Research Problem

The research problem of this study addresses two questions as follows:

1. How is the perception of the student of English education using animated video with English subtitles in listening classes?
2. What are the obstacles for the student while using animated videos with English subtitles to the learning process?

C. The objective of The Study

Based on the problem of the study above, the researcher concludes two objectives as follows:

1. To describe the perception of the student of English education using animated video with English subtitles in listening classes.
2. To describe the obstacles for the student while using animated videos with English subtitles to the listening learning process.

D. Scope and Limitation

This study will focus on students' perceptions of the use of animated videos with English subtitles as learning media in the foreign language listening class and to find the obstacles. Subject obtained from the fifth-semester student of the English language study program and implemented at

IAIN Palangka Raya. They will be needed as students who have taken interpretive listening when they are still in the third semester at the English education of study program. The student also has consideration of other requirements such as their got grade B (medium), and they have done listening lessons using animated videos with English subtitles from channel youtube "T-series kids hut" with 10 minutes durations.

This research will be limited to who will be selected by the researcher. Researchers prefer to investigate students' perceptions of the use of animated videos with English subtitles at listening to a foreign language.

E. The Significance of The Study

The meaning of this research is divided into:

1. Theoretical significance

The results of this study can provide us with different solutions to students' responses to animated videos with English subtitles in listening class.

2. Practical significance

The result of this study can be used as evaluation data to improve the quality of future listening learning. Furthermore, by knowing these problems, the lecturer can determine whether any obstacles are felt by students and the extent of their understanding of the material presented through the animated video learning media with English subtitles. Besides, lecturers can choose listening learning strategies that make it easier for the student.

Students can use animated video learning media with English subtitles in listening class. Subject matter will be conveyed to students more easily understood and attract students' interest in attending class.

The researcher hopes that the findings of this study can be a reference for the effectiveness of instructional animated video media with English subtitles in listening class in the teaching and learning process. The researcher also hopes to her researchers can continue this research into more in-depth studies. The researcher hopes that this research can become a reference for other researchers in related topics.

F. Definition of Key Terms

1. Perception

The sense can define perception as the capacity to see, hear, or become aware of something. According to matherne (2015), Kant's theory about perception is an awareness of one's opinion on a specific object, and it can express it in written or spoken form. The perception in this study is a direct response from the student of the use of animated videos with English subtitles at listening to foreign language classes.

2. Listening skill

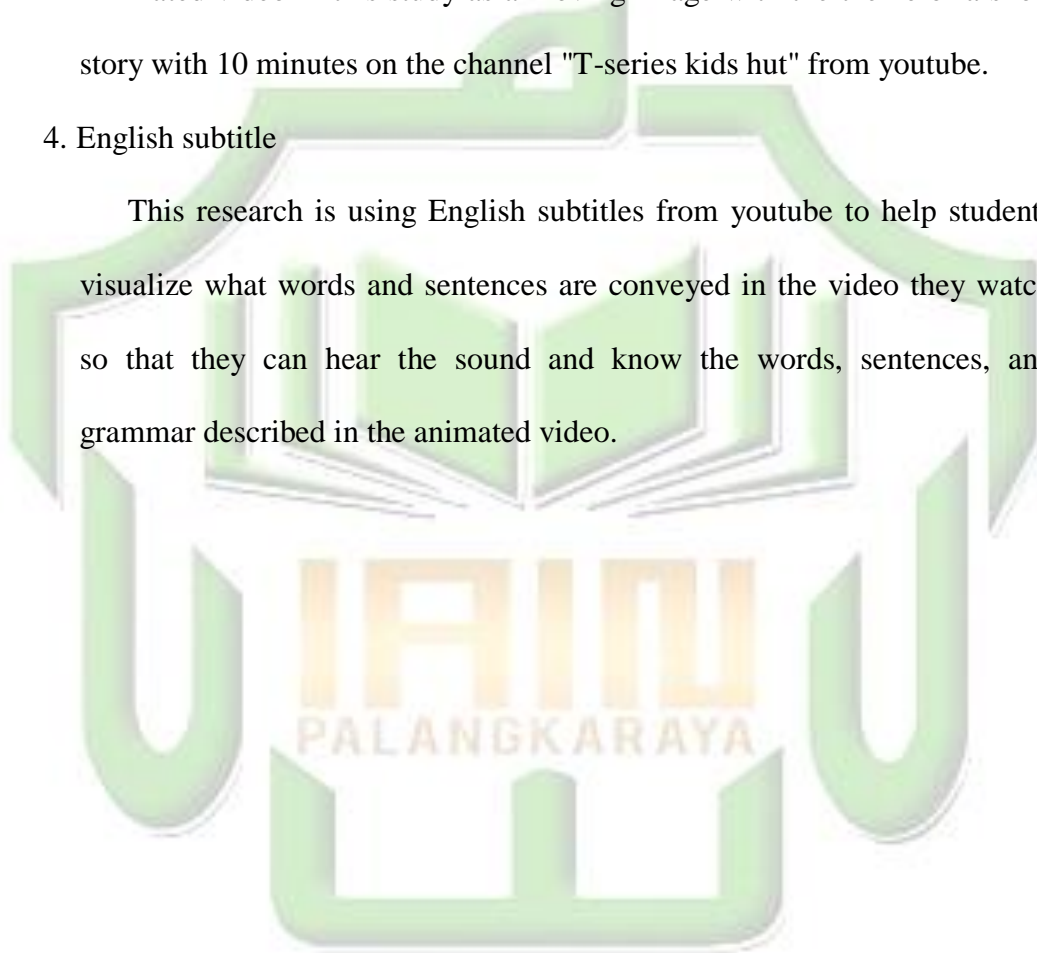
Listening is capturing a sound to find out what the speaker means. Ahmadi (2016) stated that in the Listening process, distinguishing what sounds are heard, aural grammar (sounds felt by the ear), selecting the necessary information, remembering it, and relating it to the process between sound and the form of meaning.

3. Animated video

Woottipong (2014) clearly states that "technological advances have played a very important role in learning methods. One of them is the video which is very helpful for teachers to deliver various kinds of material for use in EFL classrooms to improve students' listening comprehension". Animated video in this study as a moving image with the theme of a short story with 10 minutes on the channel "T-series kids hut" from youtube.

4. English subtitle

This research is using English subtitles from youtube to help students visualize what words and sentences are conveyed in the video they watch so that they can hear the sound and know the words, sentences, and grammar described in the animated video.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher will discuss the review of a related study that consisted of associated studies, foreign language listening comprehension, and the use of the media of language learning.

A. Related Studies

There are several studies related to listening skills in this study. Implementation of the first research in connection with the research of Paula Winke, Susan Gass, and Tetyana Sydorenko (2010) on “the effects of captioning videos used for foreign Language listening activities”. This study discusses the use of text by foreign language learners when watching videos in a foreign language. By presenting videos with and without subtitles to Arabic, Chinese, Russian, and Spanish language learners. The result of this research, according to them, is a video without text, which helps the introduction of new vocabulary. This occurs regardless of whether the vocabulary test words are presented to learners in a written or aural mode. Videos with captions also help Overall understanding of the video. In other words, the use of different modalities seems to facilitate vocabulary recognition and overall understanding. The similarity of this study with the research of researchers is to find the benefits that occur when using subtitles in listening learning. While the difference is that the research of Paula Winke, Susan Gass, and Tetyana Sydorenko conducted experimental research so that

they could find a presentation on the impact of videos with subtitles and without subtitles on Arabic, Chinese, Russian, and Spanish learners. At the same time, in this study, the researcher found students' perceptions of the use of animated video learning media with English subtitles in the listening class.

The conduct of the second research is in connection with Babita Tyagi's study on "Listening: Important Skills and Its Various Aspects" (Tyagi, 2013: 1). This research discusses the various elements of Listening. The parts are Listening, different types of listening, multiple modes, the importance of listening in life, the obstacles that hinder the listening process, and ways to improve Listening skills. The results of this study, according to him, are a critical process when carrying out dialogue that people always do in everyday life, after which they find an explanation of how the listening process is and the general mistakes of individuals when carrying out the listening process. Then, he stated that during the listening process, many individuals did not focus on listening to speakers when speaking, so that it became an obstacle when listening in class. The similarity of this research with the researcher's study is finding out the barriers in the listening process. While the difference is that Babita Tyagi's research only explains the process and obstacles in listening. At the same time, in the study, the researcher finds out the students' perceptions of using animated video learning media with English subtitles in the listening class.

The third research was related to Kevin Rooney's study entitled "The Impact of Keyword Caption Ratios on Foreign Language Hearing

Comprehension." Argued Rooney (2014) stated that second foreign language learners are often identified as the most demanding and challenging language skill to acquire and are also often identified by students as a source of anxiety. One of the main reasons students face Listening problems is that they develop the ability to understand spoken language in the real world compared to deepening listening skills while speaking ability is listening. This study uses a balanced experimental design to investigate how keyword text can make original videos more comprehensible to L2 / FL learners. For EFL English learners in university English foundation courses, a text containing 50% of the complete script helped better listening comprehension. The similarity of this study with research written by researchers states that learning listening using subtitles or scripts significantly helps the listening process. While the difference is that Kevin Rooney's research only explains the impact of the ratio when using captions in the listening process. In contrast, the researcher's research was to determine students' perceptions of using animated video instructional media with English translation texts in English listening class.

The fourth research was related to Mulyati, Rodhiyah, and Bakri's study entitled "Animated Video: Fun Physics Learning." Mulyati et al. (2021) stated this research aims to develop physics learning videos in animated videos. Submission of learning materials with animated videos can attract the attention of students. It Can also access animated video easily via the internet. Animated videos are developed using Powtoon software. The

method used is a research and development method for the development model of Dick and Carey. The output of the study is a learning video that is suitable for use as a medium for high school learning. The similarity of this study with research written by researchers is the use of animated videos to attract students' attention while in the learning process and to make it easy for students to understand. Meanwhile, the difference is that Mulyati, Rodhiyah, and Bakri's research only explains the benefits of learning when using animated videos. Whereas in the research that the researcher did was to find the obstacles that occurred in the listening class and to find out the students' perceptions in using the English translation text animation video learning media in the listening class.

The fifth study conducted was related to research by Putri, Fauzan, and Toba entitled "The Quality of Listening Skill of the Indonesian EFL Students". Putri, Fauzan, and toba Putri et al., (2018) claim that Listening is a receptive or passive skill that is difficult to measure. However, listening skills play an essential role in improving students' English skills. Therefore, it is necessary to improve the quality of students' Listening. The research design is descriptive. The research subjects were five students who met the criteria of the researcher. Data collection techniques in this study used listening tests, interviews, observation, and documentation. Data were analyzed using the Miles & Huberman model. Once collected, the data is verified using triangulation. This study indicates that students in the English Education Department at IAIN Samarinda are at the mastery of listening ability,

concluding that their quality in Listening is in a suitable category. The similarity of this research with the research written by the researcher is to state that listening quality is essential in language learning. At the same time, the difference is that the study of women, Fauzan and Toba, only explains how to improve the quality of the listening process. In contrast, the researchers' research was to determine the students' perceptions when using animated video with English subtitles learning media in the listening class.

The seventh research conducted was related to Eny Kusumawati research entitled "The Effect of Watching English Movies with Subtitles On Esp Students' Content And Vocabulary Comprehension A Study Conducted At An Indonesia Polytechnic Engineering". In research of Eny Kusumawati (2019) focuses on the impact of English movies with subtitles on the content comprehension of English movies and vocabulary comprehension. The data gathered were subjected to the statistical procedure of paired sample t-test. The results showed that subtitles have a positive impact on the content comprehension of English movies. It can conclude that the participants comprehend the subtitled film better than the one without it. Moreover, in this statistical study, it is found that the subtitles did not affect participants' vocabulary comprehension. The pedagogy of this study is to allow the lecturer to use some film to enrich the teaching materials for reading class in ESP. The similarity of this study with the research written by the researcher states that language learning by watching English films using subtitles is very helpful in the process of understanding English film content. So, students

understand better films with subtitles compared than films without subtitles. While the difference is that Eny Kusumawati's research only explains the advantages of language learning when using English films with subtitles. Whereas in the research that the researcher did was to find the obstacles that occurred in the listening class and to find out the students' perceptions of using animated video learning media with English translation texts in the listening class.

The implementation of this eighth research is related to Dukhayel Aldukhayel's (2021) research on "The effects of captions on L2 learners' comprehension of vlogs". This study discusses the effect of text on the listening comprehension of vlogs. The findings suggest that the availability of texts may not necessarily lead to better listening comprehension because students, particularly lower ability learners, are unable to simultaneously process multiple modalities (images, audio, and text) due to their limited working memory and cognitive capacities. With high proficiency achieve better understanding than low and intermediate proficiency students and achieve their best understanding with L2 text. A significant improvement in vlog comprehension caused by high image support was detected, with the inverse relationship also true. The similarity between this study and the researcher's research is to find the benefits that occur when using subtitles in listening learning. The questionnaire analysis showed that participants found L2 information useful. For L2 and L1 texts, students think that their listening comprehension will decrease without the text. When considering vlogs for L2

listening, language proficiency and pictorial support are the better levels of understanding indicators. Texts may be useful when the learner's proficiency level is high. When visual images are very supportive of audio, a better understanding of the vlog is possible. While the difference is that Dukhayel Aldukhayel's research conducted experimental research so that he could find a presentation on the impact of vlogs with subtitles and without subtitles on students. At the same time, in this study, the researcher found students' perceptions about the use of video learning media with English text in the learning process.

B. Foreign Language Listening Comprehension

According to Abdul Syahid (2015), his research shows that the effect of speech on understanding teaching a foreign language by using dialogue can reveal that understanding is better than understanding monologues.

According to Yousefi (2011), In recent years, foreign language researchers have attempted to isolate these factors and determine their influence in enhancing or hindering progress in learning another language. While it is true that different people enjoying different faculties can master their mother tongue, they do not want the same success when learning a foreign language. It is somehow because learning a foreign language is affected by both teaching and learning factors.

According to Liyan et al. (2014), there has been a lot of progress in English listening to the teaching of China, and studies on the application of schema theory into listening comprehension have become more and more

popular in both pedagogical approaches and experiments. Active listeners will understand what the speakers said with relevant background knowledge and their particular purpose.

Abdulrahman et al. (2018) clearly that Ideally above completing studies at the high school level, students are expected to communicate in English both orally and in writing. However, the objectives mentioned above have not been achieved satisfactorily, such as a low achievement or student performance in English lessons. Listening, in particular, is indeed true as the most frequently heard and heavily involved language sub-skills in English. Many schools in Indonesia use Indonesian as the language of instruction for almost all subjects, including English, and authentic sources for English. English teachers have not fully utilized language teaching. It is miserable. This condition certainly contributed significantly to the poor achievement of Indonesian students in listening.

Due to the lack of success in the listening class, the language teacher and researcher found a new strategy, namely using two-dimensional-based media, using video as a teaching aid. Not only using ordinary videos, but many linguists also use animated videos as learning media in listening classes. As for some explanations by linguists about this in the next section.

C. Animated Video

In research Blake (2016) collected data that this public video collection is burdensome for instructors who need to structure this material linguistically and culturally in a way that will be meaningful to L2 students. Fortunately,

CALL programs allow instructors to annotate youtube material to create engaging online listening activities, such as Zaption or Thinglink (a premium version that will enable annotations for videos and images).

The teacher has the task of deciding how students can use this material: which words to polish, what cultural information is vital for understanding the video, and what follow-up activities can result in more than just the act of understanding the listening process so they can continue to practice. Specific language routines learned during listening activities.

While texting may be blurry for researchers of the division between listening and reading skills, Blake also points out several previous studies showing that simultaneous L2 text results in better listening comprehension and subsequent performance on speech tasks related to multiple processing actions. A more recent video text study confirmed the positive effects of vocabulary and comprehension for L2 texts with Arabic, Chinese, Spanish, and Russian language learners. More research on listening to CALL is to determine the optimal conditions for stimulating listening comprehension.

Likewise, instructors rarely know how to package authentic material to create practical listening activities for their students. The options for the L2 listening practice give L2 learners considerable autonomy. They are limited only by the instructor's knowledge of putting together the voice pedagogical tasks to accompany the video.

Rahmawati and Rahmida's research (Rahmawati, 2020) states that the improvement of students' pronunciation skills is influenced by the increased

interest and motivation of students in learning pronunciation when using animated videos because most students agree that animated videos can attract and increase student interest. Motivation in learning pronunciation. This means that the animated video increases students' motivation and interest in learning pronunciation so that it also increases their pronunciation level.

According to Kennedy et al. (2017), many students with disabilities are now educated primarily in general education classrooms. Their teachers report needing more professional development on instructional strategies to support this population. Using a multiple-baseline design, we tested the efficacy of a multimedia, multicomponent professional development package in which middle school science teachers in inclusive classrooms promoted science vocabulary knowledge.

In the study Woottipong (2014) that Activities associated with video-based instruction, such as gap-filling, group discussion, and oral presentation, can also develop students' listening and speaking skills. A study on using other authentic materials such as movies or news commentaries should be conducted by comparing two groups of students for promoting other language skills. Video-based instruction can be used to develop students' listening and speaking skills.

According to Jeremy Cross (Cross, n.d.), the results of his research prove that audiovisual correspondence in news video texts is not equivalent to different degrees. The subsequent analysis focuses on student dialogue to explore the effects of the four different categories. This type of shot has a

listening comprehension of learners. The visual content of the speaking head appears to have little effect on comprehension, although captions do help with speaker identification. The visual effect of content classified as Live usually facilitates understanding, but multimodality Contiguous information in CGA can impair understanding. Indirect audiovisual correspondence, as reflected in the reporter's hand gestures and standard scenes, positively affects comprehension, whereas different audio and visual content seem particularly problematic when it does not fit the storyline of the developing news video text.

After using animated videos in listening classes, some teachers use this media to increase students' language knowledge. This media will further assist them in understanding the video by adding subtitles in various languages, one of which is English, as for some opinions from linguists about this, it will explain in the following material.

D. English Subtitles

Argued to Winke et al. (2010) state that was presenting subtitles and videos without subtitles to groups of Arabic, Chinese, Russian and Spanish learners, they finally concluded that using text or video without text can help the introduction of new vocabulary for lessons. When considering some of the extensive references to learning styles in educational research, they realized that learners process one input value better than another. Those benefits are also supported by a previous study, which found that improved

research (in this case, text, and voice) resulted in better recognition memory using captions and capless videos in the language classroom.

Aldukhayel, (2021) stated that the findings suggest that the availability of captions may not necessarily lead to better listening comprehension because students, particularly lower proficiency learners, were unable to simultaneously process the multiple modalities (images, audio, and captions) due to their limited capacities of working memory and cognitive load. However, considering vlogs for L2 listening, language proficiency and pictorial support are better indicators of levels of comprehension. Captions might be beneficial when learners' proficiency level is high. When visual images are highly supportive of the audio, better comprehension of vlogs is likely. However, according to Maja Grgurovic and Volker Hegelheimer (Grgurović & Hegelheimer, n.d.) From the results of their research stating that the use of subtitles and transcripts as help options in cases of listening comprehension breakdowns showed that the participants used the subtitles more frequently and for longer periods than the transcript. The subtitles were also the preferred help option before and after the activity, and it appears that the participants picked the help option they were predisposed to in daily life.

According to Perez et al. (2014) stated that teachers can allow students to enlarge their vocabulary size through exposure to video texts or other assignments. The teacher intends to use video to stimulate vocabulary mastery; they are encouraged to use text because it can facilitate students' recognition of unfamiliar words and connect to the meaning of initial forms.

Karaka (2012) states that "the impact of watching animated cartoon subtitles on ELT students' incidental vocabulary learning where other word groups (i.e., adjectives or nouns) will be used as a method of learning different language skills (listening, reading comprehension, etc.)."

Although there was no statistically significant difference between subtitles and no subtitle groups in terms of vocabulary improvement, mean scores were higher in the subtitle group from pre-test to post-test. The findings of this study do not support the assumption that the subtitled group will outperform the non-subtitled group because there were no significant differences between the two groups, according to the results of the t-test.

A scholar Mustofa & Sari (2020), from the English Education Study Program, Post-Graduate Program at the Islamic University of Malang, stated that "Teachers can use learning media by using video subtitles applications which aim to make students more motivated in learning English."

Considerable interest in Information and Communication Technology (ICT) has grown in teaching English in a short time. Finally, learning with video text is expected to be an alternative and valuable medium for learning, especially listening skills. This study proposes video text as a medium for teaching listening skills by integrating ICT with the learning process. In addition, information and communication technology (ICT) is one of the best choices for creating innovative learning media because it provides new and innovative learning methods. Gass, Winke, Isbell, and Ahn (Gass et al., 2019)

in their research states that captions provide language learners with valuable aids in understanding videos and learning new vocabulary.

E. Perception of Animated Video with English Subtitles at Listening Classes

Ou, Q. (2017, p.18) clearly that perception is defined as a way of thinking about something and an idea of what it is, how to perceive things with the senses, and the natural ability to perceive or notice things quickly. In this case, perception is the process of interpreting sensory information to provide an overview and understanding of something that is captured by the human senses.

Argued to Bozorgian (2012) that perception in his research that teachers in EFL classes can use a strategy-based approach to L2 Listening, which makes authentic material more accessible to listening. This approach makes learning for less-skilled listeners more engaging and relevant to class goals.

The perceptions of Mustikanthi (2014) stated that on learning to listen using animated videos "Students will not be bored in the learning process because the video is an interesting medium that presents audio and visuals that can attract students' interest. Teachers should vary the way of teaching listening because sometimes students feel bored with just sitting in a chair and listening to a tape recorder. New ways of teaching Listening must be implemented to make the teaching and learning process more interesting".

According to Sulaiman et al. (2017) stated that most participants responded positively to video media as a listening assessment method because it provided an authentic, meaningful, and actual situation context

from the results of his research. The importance and usefulness of including video media elements for teaching listening have become part of a shared understanding and are commonplace in academia today. More assessments related to video media must be applied in second language (L2) classrooms so that students will be more familiar with the various types of reviews currently available.

The previous research conducted by Saud & Rahman (2019) finds that the perceptions of English students and teachers in integrating local cultural animation videos into English teaching media promote student character. In the end, learning media that is integrated with local cultural values when applied to English learning in elementary schools can foster student character. Argued Metruk (2018) clearly states the results of his research that "it seems that watching English videos with English subtitles could be more beneficial to EFL students' reading comprehension skills than using Slovak (Czech) subtitles."

Besides, Diora & Rosa (2020) states that the factors that cause student difficulty in Listening are dependent on others, an embarrassment to ask lecturers about the material, experiencing emotional disturbances, lecturers explaining the material too quickly, lack of reward, and reinforcement, and lack of focus. The difficulties faced by students in understanding Listening are divided into three categories: listening material, listener, and physical structure.

According to Ahmadi (2016), in the results of his research, the literature review shows that students' listening comprehension skills able to be improved with teachers' help and the use of appropriate learning materials and activities. Argued Sirmandi and Sardareh (2016) stated that in his research, he can advise students to watch subtitled films to simultaneously improve language skills such as speaking, listening, writing, reading, and vocabulary knowledge.

It could conclude that the factors that hinder listening comprehension class are sometimes embarrassing to ask questions to need more help from teachers. The selection of strategies and learning media to make the course more exciting runs conducive and effective.

The researcher examined this problem because there were still not many imperfect studies on this problem, namely the combination of animated videos with English subtitles in listening classes.

CHAPTER III

RESEARCH METHOD

This chapter presented the research method that had been used in the research. It is divided into seven parts. They are a) Research Design, b) Subjects of the Study, c) Source of Data, d) Research Instrument, e) Data Collection Procedure, f) Data Analysis Procedure, and g) Data Endorsement.

A. Research Design

The researcher conducted this study using the case study method. Rashid et al., (2019) clearly that A case study is a research methodology that helps look for a phenomenon in a particular context through various data sources. According to Starman (2013, p.42), it is a way that allows us to enter a field of research where we discover the unknown to some extent while constantly monitoring our performance and potential, and our own, general, existing knowledge.

The researcher chose this method because this study focused on one phenomenon, namely students' perceptions of the use of animated videos with English subtitles to help students in listening learning, and what obstacles they encountered when using the media in the listening learning process for students of the English Department at IAIN Palangka Raya, the participants have agreed to participate in this study and the researcher has

also distributed instruments, interviews and documentation to the participants.

B. Subjects of The Study

In this study, subjects were obtained from fifth-semester students of the 2019 English language study program at IAIN Palangka Raya. The severance students were chosen because they had taken interpretive listening courses. That's why the researcher is interested in this class because some of them have used animated videos with English subtitles as their learning media in listening class, including helping in learning vocabulary. Identifying the purposefully selected sites or individuals for the proposed study in qualitative research is the selection of participants or locations (or documents or visual materials) that have special characteristics to help researchers understand the problem and research questions to be carried out (Creswell & Creswell, 2018).

In this research, there were six students as the subject. The researcher has selected the student based on the criteria: the students who have passed interpretive listening courses, the students who got grade B (medium), and they have done listening lessons using animated videos with English subtitles in interpretive listening class.

The researcher was selecting the 5th-semester students of the English study program. Because they used animated videos with English subtitles in their listening class and this information was obtained from one of the students of the English study program who had taken an interpretive listening course with one of the lecturers in the last odd semester.

C. Source of Data

The data source is the subject where the data is found. In this study, the researcher sought and retrieved data from students' perceptions about using animated video learning media with English subtitles in the listening class.

The data had been obtained from the subject (5th-semester students of the English department study program). The researcher chose the English department study program students because they had used animated video learning media with English subtitles in literal listening class. Therefore, the researcher will collect perceptual data to contribute to changes in several aspects of education, mainly English education at IAIN Palangka Raya.

D. Research Instrument

1. Questionnaire

In this study, the researcher used a questionnaire (open-ended). According to Roopa (2017) questionnaires can be helpful to confirmation tools when corroborated with other studies with resources to pursue different data collection strategies. To get the data about Students' Perceptions on The Use of Animated videos with English Subtitles at Listening classes. First, the questionnaire was adapted from Dukhayel Aldukhayel (2021). _ The questionnaire consists of 8 items.

Table 3. 1 Adapted from Dukhayel Aldukhayel (2021)

No.	Statements	Note
1.	My comprehension improved because of the English captions.	
2.	My comprehension would be negatively affected without the English captions.	
3.	My comprehension would be better with English captions	

4.	My comprehension was negatively affected without the English Captions.	
5.	My comprehension was negatively affected without captions	
6.	My comprehension would be better with the English captions.	
7.	My comprehension would be better with captions.	

2. Interview

Interviews used open-ended questions that allow respondents to express opinions without being influenced by the researcher. The reason this study uses open-ended questions is that the researcher wants to know in-depth how students' perceptions of the use of animated videos with English subtitles for listening class and includes the type of structured interview.

According to Creswell & Creswell (2018), the interview involves structured and generally open-ended questions that are few and intended to elicit views and opinions from the participants. This study also uses interviews aimed at respondents so that the data is accurate and valid. The interview was adapted from Paula Winke, Susan Gass, and Tetyana Sydorenko (2010).

Table 3. 2 Adapted from Paula Winke, Susan Gass, and Tetyana Sydorenko (2010) _

No.	Questions	Answers
1.	What did you think of the animated videos at listening to foreign language classes?	
2.	Were you able to learn new vocabulary from the animated videos? Why or why not? Did the English subtitle help in listening learning? If so, why do you think they helped?	
3.	Did you like the English Subtitles?	
4.	What exactly is your focus on when you see the	

	English Subtitles in a video?	
5.	Does taking upper-level listening classes to make you ignore English Subtitles more often than when taking lower-level listening classes?	
6.	Performing additional viewing of videos with English subtitles results in greater vocabulary and understanding benefits, or is there a side effect?	
7.	Can you learn listening by using English subtitles more effectively?	
8.	How do you feel when you use English subtitles in listening class?	
9.	Do you know when you need English Subtitles or not? Why do you need it or don't need it?	

3. Documentation

Donal Ary (2010), states that documents consist of public and private documents collected by qualitative researchers about a site or study participants, and can include newspapers, meeting minutes, personal journals, and letters. These sources provide useful knowledge to help researchers in qualitative studies understand key phenomena.

The Researcher used documentation of learning outcomes cards that have been taken by students, voice recordings, and recordings during interviews.

E. Data Collection Procedure

In collecting data for this study, the researcher has distributed questionnaires and interviews to obtain data to obtain answers to research problems. This data collection was carried out on 7th August and 3rd September 2021 at IAIN Palangka Raya through the Via online system (whatsapp) because students were still doing the distance learning system from their respective hometowns By Era Covid-19 Pandemic. According to Kabir (2018), "data collection is the process of collecting and measuring information

about the variables of interest in a study in a systematic way that allows one to answer stated research questions, test hypotheses, and evaluate results. To Further explanation, this procedure can be discussed as follows:

1. Questionnaire

Participants who have met the criteria in this study filled out background data for the questionnaire. After filling in the data, they filled out the core questions in the questionnaire (open-ended) via Google Form. To express their perception, they will write down several reasons related to the listening learning process using animated videos with English subtitles. The following is a presentation of the data displayed from the Questionnaire. In this study, the researcher used a questionnaire (open-ended). According to Creswell (2011, p. 3), The questionnaire is a consistent data collection instrument from a series of questions and other instructions to collect information from respondents. So, from the questionnaire, it can be seen the basic data of the respondents. In this study, the questionnaire also serves to select students who are included in the criteria.

2. Interview

The interview had been done two times on 3rd September online using social media (whatsapp). The interview aimed to know what is the students' perception of the use of Animated videos with English subtitles at listening to foreign language classes and what are the obstacles for the student while using animated videos with English subtitles to the learning

process. The data of interviews were collected from six students. Donald Ary (2010, p. 438) states that interviews are used to collect data from people about their opinions, beliefs, and feelings about situations in their own words. They are used to help understand people's experiences and the meanings they make of them rather than to test hypotheses. Then, According to Creswell (2014, p. 239), the interview involves structured and generally open-ended questions that are few and intended to elicit views and opinions from the participants.

In this study, interviews were conducted with selected 5th-semester students of the 2019 English study program. This has helped researchers to answer both research questions who wanted to dig deeper into their perceptions of the use of animated videos with English subtitles at listening to foreign language classes.

Interviews used open-ended questions that allow respondents to express opinions without being influenced by the researcher. The reason this study uses open-ended questions is that the researcher wants to know in-depth how students' perceptions of the use of animated videos with English subtitles for listening class and includes the type of structured interview.

The importance of qualitative case study is a research methodology that helps in the exploration of a phenomenon within some particular context through various data sources. The most common data collection methods are questionnaires and interviews. The researcher used interviews to collect data

about participants' opinions, beliefs, and feelings about listening learning using animated video media with English subtitles. In this research, the researcher used documentation to collect the data from respondents.

In this study, the researcher used some procedures to collect the data. They are:

1. The researcher prepared the questionnaire
2. The researcher prepared the interview.
3. The Questionnaire and Interview discussed adoption from Dukhayel Aldukhayel (2021) and Paula Winke, Susan Gass, Tetyana Sydorenko (2010).
4. The researcher prepared the respondents.
5. The researcher chose the respondents from the English language education study program at IAIN Palangka Raya. The students in the fifth semester of English education in the academic year 2019.
6. Distributing the questionnaire and interview to the respondents
7. The researcher asked or distributed it via individual chatting from whatsapp.
8. The researcher collected the data.
9. The researcher concluded the students' perceptions of using animated videos with English subtitles at listening Classes, which will be positive or negative responses. It is based on obtained data.

F. Data Analysis Procedure

The researcher provided a questionnaire (open-ended) and interviewed participants to obtain data. Data from interviews were the types of mixing opinions or students' reasons used by students, and transcription data used to get information and combine ideas. The researcher used the data analysis technique there are data collection, data reduction, data display, and finally concluding.

According to Cropley (2019), "Qualitative research collects information to gain the insight needed by researchers through respondents, both in the written and oral form". It is suggested that activities in qualitative data analysis be carried out in a related and sustainable manner. Activities in data analysis are data collection, data reduction, data presentation, and concluding/verification.

1. Data Collection

Data collection in primary qualitative research was a questionnaire (open-ended), in-depth interviews, and audio documentation combined with these three tools. The researcher collected data in two ways with research descriptions: questionnaires, interviews, and transcripts score of respondents.

The respondents are students of the English language education study program at IAIN Palangka Raya. The students in the fifth semester of English education in the academic year 2019 coincide with the campus

area. The researcher brought the telephone as a means of recording. After that, the researcher gave questions to students through a questionnaire. After obtaining the data, the researcher interviewed the students for triangulation.

2. Data Reduction

Data reduction has been continued, choosing basic things, focusing on the important stuff, and looking for themes and patterns. In short, data reduction will provide a clearer picture and make it easier for researchers to collect further data. From the description above, after the researcher collects the data from the Questionnaire and interviews with respondents, the researcher will transcribe the interview results into documentation and record the interview results. The researcher collected, summarized, and made careful and detailed notes to make it easier to present the following data.

3. Data Display

Data displays help in presenting conclusions and ways to organize, summarize, simplify, or modify data (Verdinelli & Scagnoli, 2013). In the view of qualitative research, data can be presented in brief descriptions, charts, and the relationship between categories or narrative text. From the explanation above, the researchers described in detail the reasons for EFL

using the animated video with English subtitles at the listening classes used by them.

In this study, the researcher used paraphrasing to reduce and modify data. Moreover, the researcher categorized the interview transcripts based on the researcher's questions and then discuss the results by presenting the data in a descriptive form. Finally, the researcher concluded the findings from the discussion; argued to Prihatsanti et al. (2018) state that The scope of case studies is used in research when case study problems are in the context of life, especially when cannot enter the boundaries between the phenomenon and the context. And this investigation will deal with typical situations where variables are of interest.

G. Data Endorsement

The research process using qualitative methods is based on systematic procedural guidelines with Creswell's theory In this method will look at the overall perspective from the point of view of interconnected research stages and have a strong relationship with primary research data to produce a coherent justification. Therefore, it can be concluded that the data was directly obtained by researchers in the field through respondents using interviews and distributing questionnaires as specific evidence to confirm the results of this study. In connection with this, this qualitative research method will use a triangulation difference model to make a cohesive justification in defining the main components of IT governance design. Triangulation is the most common way to increase the validity of data in qualitative research.

Concerning this, it is stated that there are four kinds of triangulation techniques, namely (1) data triangulation, (2) investigator triangulation, (3) methodological triangulation, and (4) theoretical triangulation (theoretical triangulation). According to Prihatsanti et al. (2018), this triangulation is a technique based on a multi-perspective phenomenological mindset. It means that to draw a solid conclusion, it is necessary not only from one perspective.

The data triangulation research model that directs the researcher in retrieving data must use various data sources. It means that the same or similar data will be more stable if extracted from several other data sources. Therefore, data triangulation is often referred to as source triangulation.

The source triangulation technique can use one type of data source, such as informants, but some informants or resource persons need to be positioned from different groups or levels. Can also do the source triangulation technique by extracting information from other types of data sources, for example, certain authorities, from certain conditions, from activities that describe people's behaviors, or from sources in the form of notes or archives and documents. This study used the triangulation method because the researcher analyzed the data using a questionnaire, interview, and documentation.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presented the data which had been collected from the researcher in the field of study which consists of data presentation, research findings, and discussion.

A. Data Presentation

This research began on 7th August and 3rd September 2021 at IAIN Palangka Raya. The researcher was collected Data from the results of questionnaires, interviews, and documentation. The researcher has selected fifth-semester students of the English study program at IAIN Palangka Raya because students have taken Interpretive Listening courses. The researcher researched whatsapp and google Forms because in the pandemic era it was impossible to conduct interviews and share questionnaires directly. The data obtained from documentation were the result of google form, the screenshot of students' answers Via whatsapp, and transcript score,

In this research, there were six students as the subject. The researcher has selected the student based on the criteria: the students who have passed interpretive listening courses, the students who got grade B (medium), and they have done listening lessons using animated videos with English subtitles in interpretive listening classes.

Before giving the questionnaire and interview the researcher also gave a background questionnaire to find out the students' biodata, the students' reason for choosing to study in English Education at IAIN Palangka Raya, what language they use in everyday life, and their motivation for learning the second language.

1. Data of Questionnaire (Open-Ended)

There were six questions in the questionnaire. Based on the data of the questionnaire, students filled out the core questions in the questionnaire (open-ended) via Google Form. To express their perception, they will write down several reasons regarding the listening learning process using animated videos with English subtitles. The following is a presentation of the data displayed from the Questionnaire.

Table 4. 1 Purpose of questionnaire in IAIN Palangka Raya

No.	Answer	Purpose
1.	<p>My comprehension improved because of the English subtitles (include your reason).</p> <p><i>Pemahaman saya meningkat karena teks bahasa inggris (beserta alasannya)</i></p>	<p>To find out that the English subtitles can improve student comprehension</p>

The purpose of the first questionnaire was to find out that the English subtitles can improve student comprehension when they are doing the learning process at listening classes. This questionnaire

was adapted from Dukhayel Aldukhayel (2021) some students agree with the statement above.

According to Perez et al. (2014) stated that teachers can allow students to enlarge their vocabulary size through exposure to video texts or other assignments. The teacher intends to use video to stimulate vocabulary mastery; they are encouraged to use text because it can facilitate students' recognition of unfamiliar words and connect to the meaning of initial forms.

No.	Answer	Purpose
2.	<p>My comprehension would be negatively affected without the English subtitles (include your reason).</p> <p><i>Pemahaman saya akan terpengaruh secara negatif tanpa teks bahasa Inggris. (Beserta alasannya)</i></p>	<p>The availability of captions may not necessarily lead to better listening comprehension</p>

This questionnaire was adapted from Dukhayel Aldukhayel (2021) which was written in chapter 2 page 18 The findings suggest that the availability of captions may not necessarily lead to better listening comprehension because students, particularly lower proficiency learners, were unable to simultaneously process the multiple modalities (images, audio, and captions) due to their limited capacities of working memory and cognitive load.

NO.	QUESTIONS	Purpose
3.	My comprehension would be better with English subtitles (include your reason). <i>Pemahaman saya akan lebih baik dengan teks bahasa Inggris (Beserta Alasannya)</i>	To know comprehension would be better with English subtitle

It statement has referred to the theory of English subtitle from Karaka (2012) states that "the impact of watching animated cartoon subtitles on ELT students' incidental vocabulary learning where other word groups (i.e., adjectives or nouns) will be used as a method of learning different language skills (listening, reading comprehension, etc.)"

NO.	QUESTION	Purpose
4.	My comprehension was negatively affected without the English subtitles (include your reason). <i>Pemahaman saya terpengaruh secara negatif tanpa teks bahasa inggris (beserta alasannya)</i>	Stating that there is no English subtitle hurts understanding

It statement has referred to the theory Winke et al. (2010) state that was presenting subtitles and videos without subtitles to groups of Arabic, Chinese, Russian and Spanish learners, they finally concluded that using text or video without text can help the introduction of new vocabulary for lessons. So that, the statement is following the

statement of one of the participants that subtitles do not have too big an effect on the listening learning process.

NO.	QUESTION	Purpose
5.	My Comprehension Was Negatively Affected Without Subtitles (Include Your Reason). <i>Pemahaman Saya Terpengaruh Secara Negatif Tanpa Subtitle (Beserta Alasannya)</i>	To know feel less confident and less interested when students do not use subtitles

This statement refers to the theory of Mustofa & Sari (2020) which states that teachers can use learning media by using video subtitle applications that aim to make students more motivated in learning English. Some students feel less confident and less interested when they do not use subtitles during the listening learning process because they think using translation helps them visualize what the speaker wants to convey in the video.

NO.	QUESTION	Purpose
6.	My comprehension would be better with the English subtitles (include your reason). <i>Pemahaman saya akan lebih baik dengan teks bahasa inggris (beserta alasannya)</i>	To know that English subtitles can help students

Some students agree with the above statement that English subtitles can help them in the listening learning process. According to

the theory of Perez et al. (2014) stated that teachers can enable students to increase the size of their vocabulary through exposure to video texts or other assignments. The teacher intends to use the video to stimulate vocabulary mastery; they are encouraged to use text because it can make it easier for students to recognize foreign words and connect the meaning of initial forms

NO.	QUESTION	
7.	<p>My comprehension would be better with subtitles (include your reason).</p> <p><i>Pemahaman saya akan lebih baik dengan teks (beserta alasannya)</i></p>	<p>To find out whether subtitles help students in the process of learning a second language</p>

The above statement aims to find out whether subtitles help students in the process of learning a second language and some students conclude that it is very helpful. According to Karaka (2012) stated that "the impact of watching animated cartoon subtitles on incidental vocabulary learning of ELT students where another group of words (i.e., adjectives or nouns) will be used as a method of learning different language skills (listening, reading comprehension, etc.) And it helps the process of learning a second language."

2. Data of Interview

The interview had been done two times on 3rd September online using social media (whatsapp). The interview aimed to know what is the students' perception of the use of Animated videos with English

subtitles at listening to foreign language classes and what are the obstacles for the student while using animated videos with English subtitles to the learning process. The data of interviews were collected from six students. The interview items were modified from Paula Winke, Susan Gass, and Tetyana Sydorenko (2010).

The first question was about students' opinions on animated videos in foreign language listening classes. The need for knowledge of English is very important for students and is quite familiar to students of English education, the knowledge in the textbook does not allow them to master 4 language skills. Therefore, some students are very interested in the use of animated video media in the second language learning process, especially in the listening class.

The second question asks whether you can learn new vocabulary from animated videos and Whether English subtitles help in listening learning. What is interesting about each of these two media has made its users get a pretty good effect. However, some participants stated that it did not have a very big impact when using the two media.

The third question is about the use of English subtitles whether they like it or not. Minority participants answered that they liked it but 2 students stated that they felt normal about using English subtitles in the learning process.

The fourth question is asked about what you focus on when viewing English Subtitles in a video. They argue that their focus when English subtitles in a video are to increase their knowledge of vocabulary because the most important point of comprehensive content in English is vocabulary. Especially for novice learners who watch video conferences or video conversations can help in-depth learners who study English to increase the stock of vocabulary in their brains when they want to speak/communicate in English context even when they are trying to be comprehensive. What does the speaker mean in an animated video or film, subtitles can be an option for learners to learn more about English through new vocabulary.

The five questions asked students about taking a high-level listening class make you ignore the English Text more often than when you take a lower-level listening class. Participants stated that it is not really because sometimes they still need subtitles to help them in finding the topic being discussed in a video.

The sixth question was asked about the effect that taking high-level listening classes made you ignore English subtitles more often than when taking lower-level listening classes. The use of English subtitles makes a lot of effects for the participants because it makes their understanding better and it becomes easier for them to interpret the vocabulary conveyed in the video.

The seventh question asks about the use of English texts whether it is more effective to use them. And the participants stated that using English subtitles made their learning more effective.

The eighth question asked about how the participants felt when using English subtitles in the listening class. Some students stated that they found it very easy with English subtitles. Then, It could make me easier to comprehend the meaning/purpose of the context that is conveyed to the speaker through animated videos.

The ninth question asked about when the participant needed English Subtitles or not and why do they need it or don't need it. Each other gave statements, that as they said above, for the student who is the status as learner beginner, subtitle in a video could be as an option to learn more what meaning about the context or can be the best way to prevent some mistake when someone tries to understand the material. This is based on their experience in their daily life, many of their buddies that a little hard to comprehensive some material through the video without subtitles, one of some reasons, in this case, is because of the lack of vocabulary. So that can be concluded if subtitles can be used to media to comprehensive the material that conveyed through animated video. And the last one is why the subtitle is the important thing for the learner because this way can be prevented some miss understanding when someone learns through animated video.

B. Research Finding

The research process using qualitative methods will be based on systematic procedural guidelines with the theory of this method, the overall perspective can be seen from the point of view of the stages of research that are interconnected and have a strong relationship with the primary research data to produce a coherent justification. Therefore, it can be concluded that the data were obtained directly by researchers in the field through participants using interviews and distributing questionnaires as special evidence to confirm the results of this study. Here where the findings were found:

1. Students' perception of the use of the animated videos with English subtitles at listening to foreign language classes.

- a) English subtitles Improving the understanding of the vocabulary, structure, and grammar used in the animation video with English Subtitles.

As one of the learning media that is often used in the second language learning process. Animated videos with English subtitles are also one of the references for learning media that improve participants' understanding of vocabulary in the listening class. What are their answers about animated subtitles with English subtitles as learning media that improves vocabulary understanding, they answered:

First Participant:

“I watched some animated video I got many vocabularies that could help me to apply these vocabularies in my daily life. And related to

whether English subtitles help me in listening learning, my answer is exactly yes. Because when we have some trouble or we don't know what vocabulary that said by speaker we could see as directly what word that speaker says. And the subtitle is could help me as a beginner learner to learn more vocabularies that I don't know what the meaning of vocabulary”

(Saya menonton beberapa video animasi saya mendapatkan banyak kosakata yang dapat membantu saya menerapkan kosakata tersebut dalam kehidupan sehari-hari. Dan terkait apakah subtitle bahasa Inggris membantu saya dalam belajar mendengarkan, jawaban saya adalah ya. Karena ketika kita mengalami kesulitan atau kita tidak tahu kosakata apa yang diucapkan oleh pembicara, kita dapat melihat secara langsung kata apa yang diucapkan pembicara. Dan subtitle ini bisa membantu saya sebagai pelajar pemula untuk mempelajari lebih banyak kosa kata yang saya tidak tahu apa arti dari kosa kata)

Second Participant:

“.... I can learn new vocabulary from the animated videos. Even though I can't learn much vocabulary but that's enough to add my knowledge of vocabulary..... Subtitles that make me a little bit easy to understand the story. It makes me understand about the story that was played.”

(.... Saya bisa belajar kosakata baru dari video animasi. Walaupun saya tidak bisa belajar banyak kosa kata tapi itu cukup untuk menambah

pengetahuan saya tentang kosa kata.....subtitle yang membuat saya sedikit mudah memahami ceritanya. Itu membuat saya mengerti tentang cerita yang dimainkan.)

Third Participant:

“...I got new vocabulary because there are so many sentences in the vocabulary in the animated video, so that unfamiliar word becomes a new vocabulary for me. Furthermore, yes, English subtitles are very helpful because when you don't understand a word you hear, you can see through the existing English subtitles...”

(...Saya mendapat kosakata baru karena banyaknya kalimat dalam kosakata dalam video animasi tersebut, sehingga kata yang asing menjadi kosakata baru bagi saya. Selanjutnya ya, subtitle bahasa Inggris sangat membantu karena ketika Anda tidak memahami kata yang Anda dengar, Anda dapat melihat melalui teks bahasa Inggris yang ada...)

Fourth Participant:

“Yes, I can learn new vocabulary from the animated videos I watch. Because by listening I can find what I hear. Sometimes subtitles help me if the words spoken in the video are too fast or I don't listen to them very often.”

(Ya, saya bisa belajar kosakata baru dari video animasi yang saya tonton. Karena dengan mendengarkan saya dapat menemukan apa yang saya dengar. Terkadang subtitle membantu saya jika kata-kata yang

diucapkan dalam video terlalu cepat atau saya tidak terlalu sering mendengarkannya.)

Fifth Participant:

"Yes, because there is a lot of English vocabulary that I don't know."

(Iya, karena ada banyak kata bahasa inggris yang saya tidak tahu.)

Not only that, it turns out that one of the participants stated that the animated video with English subtitles helped him when what the character said in the video was not clear, he would be helped by the English subtitle and he not only knew how to pronounce it but also knew how to write it.

Vocabulary contained in the video. Here is the statement:

Sixth Participant:

"I think yes, with a learning video using animation it makes our memories stick because learning while imagining too, Subtitles for me is very helpful with subtitles, we can see how the writing is and can also know the pronunciation because for some people who are not very good at pronunciation, it helps him in pronouncing the words"

(Menurut saya ya, dengan video pembelajaran menggunakan animasi membuat ingatan kita melekat karena belajar sambil berimajinasi juga, Subtitle bagi saya sangat terbantu dengan subtitlenya, kita bisa melihat bagaimana penulisannya dan juga bisa mengetahui pengucapannya karena bagi sebagian orang yang tidak sangat baik dalam pengucapan, itu sangat membantu dia dalam mengucapkan kata-kata)

From the participant's statement above, it can be concluded that the animated video with English subtitles improved their understanding of vocabulary, sentence structure, and grammar that they did not know before. There are so many benefits in using animated video media with English subtitles in the listening class learning process.

- b) By using animated video learning media with English subtitles, it attracts the attention of participants in the learning process.

The results of interviews with several participants regarding the animated video with English subtitles caught their attention when following the learning process because the visuals of the animated video made it easier for them to understand what was happening in the video. This statement is stated in the interview answers from several participants, as follows:

First Participant:

"I thought it is good, many advantages that can get from the student who is learning through animated videos at listening in the foreign language class, such as it can attract student to watch more the video especially if the video has a relationship with education, and the most important things, in this case, it can make a student who is learning with visual type, this technique can be used to make the student more understand the material through animated videos, and for the student that learns with visualization type this way is the best way to learn the material than learn some material without animated videos"

(Menurut saya bagus, banyak keuntungan yang bisa didapat dari siswa yang belajar melalui video animasi saat mendengarkan di kelas bahasa asing, seperti dapat menarik siswa untuk lebih banyak menonton video apalagi jika video tersebut ada kaitannya dengan pendidikan, dan yang terpenting dalam hal ini dapat membuat siswa yang belajar dengan tipe visual, teknik ini dapat digunakan untuk membuat siswa lebih memahami materi melalui video animasi, dan untuk siswa yang belajar dengan tipe visualisasi cara ini adalah cara terbaik untuk mempelajari materi daripada mempelajari beberapa materi tanpa video animasi).

Second Participant:

“According to on my opinion the animated videos at listening foreign language classes is that make me more interest to pay attention and more focus to watch and hear the videos.”

(Menurut saya video animasi pada pelajaran menyimak bahasa asing membuat saya lebih tertarik untuk memperhatikan dan lebih fokus untuk menonton dan mendengarkan video tersebut..)

Third Participant:

“In my opinion, animated videos in foreign language listening classes attract attention”

(Menurut saya, video animasi dalam kelas mendengarkan bahasa asing menarik perhatian)

Fourth Participant:

"I think it is very useful that we can translate through the animation itself and also we can imagine so that the understanding is quite broad"

(Saya rasa sangat bermanfaat kita bisa menerjemahkan melalui animasi itu sendiri dan juga bisa kita bayangkan sehingga pemahamannya cukup luas)

Participant 5:

"It's interesting for me because apart from using hearing, of course, seeing when I don't understand what is being heard can help me understand it with the video."

(Ini menarik bagi saya karena selain menggunakan pendengaran, tentunya melihat ketika saya tidak mengerti apa yang didengar dapat membantu saya memahaminya dengan video.)

The sixth participant stated that the animated video with English subtitles in the listening class was "very good". It can be concluded from the participants' statements above that the use of animated video learning media with English subtitles attracts their attention in the learning process.

2. The obstacles for the student while using animated videos with English subtitles to the learning process

In the process of collecting data using a questionnaire and interviews with participants who have used learning media with animate video with English subtitles that they are greatly helped by using the

media and so that in the learning process they focus their attention. However, one of them stated that there were times when they had difficulty using English subtitles because of their insufficient vocabulary savings and wanted to use Indonesian subtitles more, it's just that some of the animated videos used usually didn't have Indonesian subtitles so they only used English. Subtitles only. Here are the statements of some of the participants, as follows:

Participant 1 :

“....Yes, I need English subtitles whenever I watched a movie. Why I need it is because I have no choices like I wanted to change the subtitle to Indonesian but nothing in option and usually almost all of movies especially foreign movies that use English subtitle....”

(...Ya, saya membutuhkan subtitle bahasa Inggris setiap kali saya menonton film. Mengapa saya membutuhkannya, karena saya tidak punya pilihan seperti saya sangat ingin mengubah subtitle ke bahasa Indonesia tetapi tidak ada pilihan dan biasanya hampir semua film terutama film asing yang menggunakan subtitle bahasa Inggris....)

Participant 2 :

“...As I said above, for the student who is the status as learner beginner, subtitle in a video could be as an option to learn more what meaning about the context or can be the best way to prevent some mistake when someone tries to understand the material. This is based on my

experience in my daily life, many of my buddies that a little hard to comprehensive some material through the video without subtitles, one of some reasons, in this case, is because of the lack of vocabulary. So that can be concluded if subtitles can be used to media to comprehensive the material that conveyed through animated video. And the last one why the subtitle is the important thing for the learner because this way can prevent some miss understanding when someone learns through animated video...”

(Seperti yang saya katakan di atas, untuk siswa yang berstatus sebagai pelajar pemula, subtitle dalam sebuah video bisa menjadi pilihan untuk mempelajari lebih lanjut apa makna konteksnya atau bisa menjadi cara terbaik untuk mencegah kesalahan ketika seseorang mencoba memahami materi. Hal ini berdasarkan pengalaman saya dalam kehidupan sehari-hari, banyak dari teman-teman saya yang agak sulit untuk memahami beberapa materi melalui video tanpa subtitle, salah satu alasan dalam hal ini adalah karena kurangnya kosa kata. Sehingga dapat disimpulkan jika subtitle dapat digunakan sebagai media untuk melengkapi materi yang disampaikan melalui video animasi. Dan yang terakhir mengapa subtitle merupakan hal yang penting bagi pembelajar, karena cara ini dapat mencegah terjadinya kesalahan pemahaman ketika seseorang belajar melalui video animasi.”

Participant 3:

“...Yes I know, I need subtitles if it’s a new vocabulary that I don’t know the meaning of...”

(...Ya saya tahu, saya butuh subtitle jika itu kosakata baru yang saya tidak tahu artinya...)

Participant 4:

“...I need it when the sound produced is not very clear, sometimes listening to the pronunciation makes me very confused so I have to focus on listening to it otherwise what I hear is not the same as what he said...”

(...Saya membutuhkannya ketika suara yang dihasilkan tidak begitu jelas, terkadang mendengarkan pengucapannya membuat saya sangat bingung sehingga saya harus benar-benar fokus mendengarkannya jika tidak apa yang saya dengar tidak sama dengan apa yang dia katakan...)

Participant 5:

“...Yes, I need English subtitles when I can't hear it then I will open the subtitles to find out the words...”

(...Ya, saya membutuhkan subtitle bahasa Inggris ketika saya tidak dapat mendengarnya dengan jelas maka saya akan membuka subtitle untuk mengetahui kata-katanya ...)

Participant 6:

“...I need it when I am confused in understanding the content of the text in the video....”

(...Saya membutuhkannya ketika saya bingung dalam memahami isi teks dalam video....)

Based on the statement above only some obstacles of participants in using animated video media with English subtitles in foreign language listening class. This is about saving vocabulary and pronunciation by native speakers in the video character.

C. Discussion

This study focused on investigating students' perceptions of the use of animated videos with English text as a medium of learning in foreign language listening classes and to find the barriers. In interpretive listening class using animated video learning media with English subtitles helps develop listening skills in students. Subjects obtained from the fifth semester students of the English study program and implemented at IAIN Palangka Raya.

In this research, there were six students as the subject. The researcher chose the six students because they had a medium score, with them having an average score, the researcher had more answers from students' perceptions of listening skills, compared to students who had high or low scores, they had a definite perception according to their level of score in describing their perceptions.

They will be needed as students who have taken interpretive listening when they are still in the third semester at the English education of study program. The student also has consideration of other requirements such as their got grade B (medium), and they have done listening lessons using

animated videos with English subtitles from channel youtube "T-series kids hut" with 10 minutes duration.

The researcher conducted this study using the case study method. Rashid et al., (2019) clearly that A case study is a research methodology that helps look for a phenomenon in a particular context through various data sources. According to Starman (2013, p.42), it is a way that allows us to enter a field of research where we discover the unknown to some extent while constantly monitoring our performance and potential, and our own, general, existing knowledge.

The researcher chose this method because this study focused on one phenomenon, namely students' perceptions of the use of animated videos with English subtitles to help students in listening learning, and what obstacles they encountered when using the media in the listening learning process for students of the English Department at IAIN Palangka Raya, the participants have agreed to participate in this study and the researcher has also distributed instruments, interviews and documentation to the participants.

In collecting data for this study, the researcher has distributed questionnaires and interviews to obtain data to obtain answers to research problems. This data collection was carried out on 7th August and 3rd September 2021 at IAIN Palangka Raya through the Via online system

(whatsapp) because students were still doing the distance learning system from their respective hometowns by era Covid-19 Pandemic.

Participants who have met the criteria in this study filled out background data for the questionnaire. After filling in the data, they filled out the core questions in the questionnaire (open-ended) via Google Form. To express their perception, they will write down several reasons related to the listening learning process using animated videos with English subtitles. The following is a presentation of the data displayed from the Questionnaire.

Table 4.2 Result of Questionnaire at IAIN Palangka Raya

No.	Questionnaire	Answers
1.	<p>My comprehension improved because of the English subtitles (include your reason).</p> <p><i>Pemahaman saya meningkat karena teks bahasa inggris (beserta alasannya)</i></p>	<p>English subtitles can improve students' understanding when they have difficulty listening to the speaker's fast or unclear pronunciation in an audio or video. So that English subtitles are very helpful in the learning process in the listening class.</p>
2.	<p>My comprehension would be negatively affected without the English subtitles (include your reason).</p> <p><i>Pemahaman saya akan terpengaruh secara negatif tanpa teks bahasa Inggris. (Beserta alasannya)</i></p>	<p>Without English subtitles, students' understanding would be negatively affected.</p>

3.	My comprehension would be better with English subtitles (include your reason). <i>Pemahaman saya akan lebih baik dengan teks bahasa Inggris (Beserta Alasannya)</i>	Students agree with this statement because they feel when using English subtitles would be helps them in the learning process.
3.	My comprehension was negatively affected without the English subtitles (include your reason). <i>Pemahaman saya terpengaruh secara negatif tanpa teks bahasa inggris (beserta alasannya)</i>	Students feel their comprehension is negatively affected without English text.
4.	My Comprehension Was Negatively Affected Without Subtitles (Include Your Reason). <i>Pemahaman Saya Terpengaruh Secara Negatif Tanpa Subtitle (Beserta Alasannya)</i>	One of the students agrees with this statement because the problem of lack of vocabulary makes without English subtitles have a negative impact.
5.	My comprehension would be better with the English subtitles (include your reason). <i>Pemahaman saya akan lebih baik dengan teks bahasa inggris (beserta alasannya)</i>	Students Using English subtitles can make it easier for them to recognize foreign words and connect the meaning of the initial form. But one of the students stated that there was no more effective than the use of English subtitles.
6.	My comprehension would be better with subtitles (include your reason). <i>Pemahaman saya akan lebih baik dengan teks (beserta alasannya)</i>	The students' statements agree that subtitles help they're in the process of learning a second language and some students conclude that it is very helpful.

From the results of the questionnaire above, it can be concluded that English subtitles are very helpful for them in learning foreign language listening when they cannot understand what the speakers are saying in audio or video. But one of the students did not agree with the statement because of his difficulty in vocabulary so that it made him state that

subtitles using his first language were more like and interested in him. As for another statement from one of the students who felt that there was no excessive effect on the use of the English subtitles because according to him the presence or absence of it did not affect the listening learning process.

As Vanderplank in Talaván Zanón (2006), state subtitles can bring benefits to students who have difficulty in listening comprehension. But the researcher also found one of the students has difficulty in vocabulary so that it made her state:

“To be honest, I have difficulty using English subtitles because of the lack of vocabulary that I have so I prefer to use Indonesian subtitles but the subtitle options are very rare.”

“Sejujurnya saya kesulitan menggunakan subtitle bahasa Inggris karena kurangnya kosakata yang saya miliki jadi saya lebih suka menggunakan subtitle bahasa Indonesia tetapi opsi subtitle sangat jarang”

In her opinion subtitles using her first language are more helpful in learning a foreign language especially in listening comprehension. The subtitle helps the students to monitor the dialog in videos that would probably lose. As Noa Talavan Zanon (2006) state subtitle support the students for comprehension and for finding new words from the dialogue in the video. The students use subtitles for a reason to understand everything that is being said.

Second, based on the answer from one of the students stated that there is no difference in the use of English subtitles or without subtitles because according to student said :

“I don't think there is any effect in using English subtitles, because the presence or absence of subtitles can also help me to be more independent in understanding the topics discussed in the audio/video”

“Saya rasa tidak ada pengaruhnya menggunakan subtitle bahasa Inggris, karena ada tidaknya subtitle juga bisa membantu saya untuk lebih mandiri dalam memahami topik yang dibahas dalam audio/video tersebut”

After distributing the questionnaire, the researcher conducted interviews as a comparison and reinforcement of the results of the questionnaire above. Interviews were conducted once on September 3 online using social media (whatsapp). The interview aims to find out how students perceive the use of animated videos with English text in the foreign language listening class and what are the students' obstacles when using animated videos with English subtitles for the learning process. Interview data were collected from six students. The interview items were modified from Paula Winke, Susan Gass, and Tetyana Sydorenko (2010).

The first question in the interview explained the opinion of students using animated videos in a foreign language listening class. Students stated that the need for knowledge of English is very important for them and very mandatory for them because they have chosen to enter the English education study program, they believe that when acquiring

knowledge in textbooks does not allow them to master 4 language skills, one of which is listening to skill.

As one student said *“I watched some animated video I got many vocabularies that could help me to apply these vocabularies in my daily life. And related to whether English subtitles help me in listening learning, my answer is exactly yes. Because when we have some trouble or we don't know what vocabulary that said by speaker we could see as directly what word that speaker says. And the subtitle is could help me as a beginner learner to learn more vocabularies that I don't know what the meaning of vocabulary”*

(Saya menonton beberapa video animasi saya mendapatkan banyak kosakata yang dapat membantu saya menerapkan kosakata tersebut dalam kehidupan sehari-hari. Dan terkait apakah subtitle bahasa Inggris membantu saya dalam belajar mendengarkan, jawaban saya adalah ya. Karena ketika kita mengalami kesulitan atau kita tidak tahu kosakata apa yang diucapkan oleh pembicara, kita dapat melihat secara langsung kata apa yang diucapkan pembicara. Dan subtitle ini bisa membantu saya sebagai pelajar pemula untuk mempelajari lebih banyak kosa kata yang saya tidak tahu apa arti dari kosa kata)”

There are so many media that can be used in the listening learning process, one of which is podcasts, films, or animated videos. Some students are very interested in the use of animated video media in the

second language learning process, especially in the listening class because according to them using the media makes it easy for them to understand what is discussed and happens in the animated video even though they have less vocabulary. And they feel when in the learning process listening to a second language is not interesting enough and does not make them focus in class if they only listen to audio or podcasts. However, using animated videos in the process of learning to listen to a second language makes them feel interested and more focused because of the audio-visual form.

The second question discusses students' perception of animated videos that can help them in the process of acquiring new vocabulary. And whether using English subtitles also helps them in the learning process of listening to a second language. From the results of the interview, the students stated that combining the two variables greatly facilitated them in the listening learning process. So, they can not only listen to the speaker or character in the video but they can also see the gesture, pronunciation, sentence structure, and word order in the two variables. However, one of the students stated that the effect was not too big when using these two variables because he preferred the use of audio or podcasts in the process of learning to listen to a second language.

The third question asked about students' feelings when using English subtitles. Some students stated that they liked the use of English subtitles in the process of learning to listen to a second language. But two students

stated that the use of English subtitles did not affect the listening learning process because they felt more challenged and effective when only listening. This is due to the different cognitive systems of students so that some students feel they can better understand the meaning and focus in listening to audio than having to listen to the audio while watching English subtitles makes their focus divided.

The fourth question relates to what students focus on when viewing English subtitles in a video. They argue that their focus when English subtitles in a video are to improve their knowledge of vocabulary because the most important point of comprehensive content in English is vocabulary. Especially for novice learners who watch video conferences or video conversations can help deep learners who are learning English to increase the stock of vocabulary in their brains when they want to speak/communicate in English context even when they are trying to be comprehensive. What does the speaker mean in an animated video or film, subtitles can be an option for learners to learn more about English through new vocabulary.

The fifth question asked the students related to taking upper-level listening classes made them less need to use English subtitles than when they took lower-level listening classes. The majority of participants stated no because even though they were in the upper-level class, they still needed subtitles to help them understand what the speakers or characters in the audio or video were saying.

The sixth question relates to the effect that taking high-level listening classes makes students ignore English texts more often than when taking lower-level listening classes. This was answered by the students by stating that the use of English subtitles made a lot of effects for the participants because it made their understanding better and it became easier for them to interpret the vocabulary conveyed in the video.

In the seventh question, the researcher asked about the use of English subtitles whether it was more effective to use it or not at all. Most students stated that using English texts made their learning more effective.

Next, The eighth question asks about how students feel when using English texts in the listening class. Some students stated that they found it very easy with English subtitles and made it easier for them to understand comprehensively what the meaning or purpose of the context was conveyed by the speaker through animated videos.

And the last question asked when participants needed English subtitles or not and why they needed them or not. Give each other statements, that as they said above, for students who are beginners, subtitles in a video can be an option to learn more about what context means or can be the best way to prevent mistakes when someone is trying to understand the material. This is based on their experience in everyday life, many of their friends are a bit difficult to understand some material through videos without subtitles, one of the reasons, in this case, is due to lack of vocabulary.

So, it can be concluded that subtitles can be used as a medium to complete the material delivered through animated videos. And lastly why subtitles are important for learners because in this way it can prevent misunderstandings when someone learns through animated videos.

From the results of the interview above can answer the research problem in this study, namely:

1. **Students' perception of the use of the animated videos with English subtitles at listening to foreign language classes.**

This research focused on the influence of the use of animated video with English subtitles at listening to foreign language classes. According to the result of the questionnaire and interview with the students, the researcher found the most of the students said that the use of animated videos with English subtitles can give a positive contribution to their listening skills. Then, after collecting data the researcher can find out how the participants feel when using this learning.

Based on the data taken through the interview, it could be stated that this study had similarities and differences from the contribution of using captioning videos for foreign Language listening activities compared with the previous study written by Winke, Susan Gass, and Tetyana Sydorenko (2010) which was stated that learning media using video without text can help students introduce new vocabulary. This occurs regardless of whether vocabulary test words are presented to the learner in a written or oral mode. As for when using video media with text it is also more helpful for understanding the video as a whole. In other words, the use of different

modalities seems to facilitate vocabulary recognition and overall understanding. The previous study also showed that not only the average achievement but also the students' participation improved, while the researcher found that contributions of animated videos with English subtitles at listening classes in IAIN Palangka Raya are more beneficial, as follows:

Watching animated videos with English subtitles makes the student know more about new vocabulary because animated videos are material to create practical listening activities for students. The options for the L2 listening practice give L2 learners considerable autonomy. This is following the student's statement which said :

"I thought it is good, many advantages that can get from the student who is learning through animated videos at listening in the foreign language class, such as it can attract student to watch more the video especially if the video has a relationship with education, and the most important things, in this case, it can make a student who is learning with visual type, this technique can be used to make the student more understand the material through animated videos, and for the student that learns with visualization type this way is the best way to learn the material than learn some material without animated videos"

(Menurut saya bagus, banyak keuntungan yang bisa didapat dari siswa yang belajar melalui video animasi saat mendengarkan di kelas bahasa asing, seperti dapat menarik siswa untuk lebih banyak menonton

video apalagi jika video tersebut ada kaitannya dengan pendidikan, dan yang terpenting dalam hal ini dapat membuat siswa yang belajar dengan tipe visual, teknik ini dapat digunakan untuk membuat siswa lebih memahami materi melalui video animasi, dan untuk siswa yang belajar dengan tipe visualisasi cara ini adalah cara terbaik untuk mempelajari materi daripada mempelajari beberapa materi tanpa video animasi).

The use of animated video with English subtitles given a positive impact on improving new vocabulary students, structure, and grammar. Then increase their attractiveness in listening class. The students stated that the animated videos with English subtitles were very useful and a good way to develop their listening skills. Animated video with English subtitles can help them when the speaker in the video is too fast and the pronunciation is not clear so they don't understand what is being said. So that they not only understand through gestures or sounds in the video but can also understand the context of the video discussion through the English subtitles that have been provided.

Then, when watching animated videos with English subtitles the students become active and focused listeners. It is in line with the statement that employing students will not be bored in the learning process because the video is an interesting medium that presents audio and visuals that can attract students' interest (Mustikanti:2014).

2. The obstacles for the student while using animated videos with English subtitles to the listening learning process.

Base on the result of the questionnaire and interview the students, the obstacles they got when the speaker in the video is too fast and the pronunciation is not clear so they don't understand what is being said.

Then, one of them stated that there were times when they had difficulty using English subtitles because of their insufficient vocabulary savings and wanted to use Indonesian subtitles more, it's just that some of the animated videos used usually didn't have Indonesian subtitles so they only used English. Subtitles only.

This was stated by one of the students who said *“Yes, I need English subtitles whenever I watched a movie. Why I need it because I have no choices like I wanted to change the subtitle to Indonesian but nothing in option and usually almost all movies especially foreign movies that use English subtitles”*

(Ya, saya membutuhkan subtitle bahasa Inggris setiap kali saya menonton film. Mengapa saya membutuhkannya, karena saya tidak punya pilihan seperti saya sangat ingin mengubah subtitle ke bahasa Indonesia tetapi tidak ada pilihan dan biasanya hampir semua film terutama film asing yang menggunakan subtitle bahasa Inggris)

The statements of one participant above relate to according to Dukhayel (2021), that the availability of texts may not always lead to better listening comprehension because students, especially low-ability learners, cannot

simultaneously process multiple modalities (images, audio, and text) due to their limited working memory and cognitive capacity. With high proficiency achieve better understanding than students with low and medium proficiency and achieve their best understanding with L2 text. This is the same as the statement of one student where he stated that he had no special feelings when using English subtitles.

But the researcher found statements from several students who revealed that the absence of English subtitles made their understanding of the hats discussed in the animated video less difficult so that their understanding had a negative impact without English subtitles. It is the statement of the student which say:

“...As I said above, for the student who is the status as learner beginner, subtitle in a video could be as an option to learn more what meaning about the context or can be the best way to prevent some mistake when someone tries to understand the material. This is based on my experience in my daily life, many of my buddies that a little hard to comprehensive some material through the video without subtitles, one of some reasons, in this case, is because of the lack of vocabulary. So that can be concluded if subtitles can be used to media to comprehensive the material that conveyed through animated video. And the last one why the subtitle is the important thing for the learner because this way can be preventing some miss understanding when someone learns through animated video...”

(Seperti yang saya katakan di atas, untuk siswa yang berstatus sebagai pelajar pemula, subtitle dalam sebuah video bisa menjadi pilihan untuk mempelajari lebih lanjut apa makna konteksnya atau bisa menjadi cara terbaik untuk mencegah kesalahan ketika seseorang mencoba memahami materi. Hal ini berdasarkan pengalaman saya dalam kehidupan sehari-hari, banyak dari teman-teman saya yang agak sulit untuk memahami beberapa materi melalui video tanpa subtitle, salah satu alasan dalam hal ini adalah karena kurangnya kosa kata. Sehingga dapat disimpulkan jika subtitle dapat digunakan sebagai media untuk melengkapi materi yang disampaikan melalui video animasi. Dan yang terakhir mengapa subtitle merupakan hal yang penting bagi pembelajar, karena cara ini dapat mencegah terjadinya kesalahan pemahaman ketika seseorang belajar melalui video animasi.)"

Karaka (2010) stated in his research that "it does not support the assumption that the group that is given subtitles will outperform the group that is not subtitled because there is no significant difference between the two groups".

So, the researcher concluded that the use of animated video with English subtitles is also one of the advantages of this research. Although, watched to animated videos with English subtitles is not easy too, but if the student was able to understand and learn a listening skill from this media, it will give the students more knowledge, and of course, they can

improve new vocabulary, structure, and grammar, pronunciation from this learning media.

After getting the results of the questionnaire and interview data, the researchers compared the results of the two instruments and concluded that the use of animated videos with English subtitles is very effective. In addition, the use of animated videos with English subtitles can contribute to students' listening skills in terms of adding vocabulary, structure, and grammar with the help of English subtitles.

The problem is when students watch animated videos with English subtitles that are not familiar with the pronunciation, lack of vocabulary, the speaker in the video is too fast and the pronunciation is not clear so they don't understand what is the topic of discussion in the animated video. This was stated by one of them stating that there are times when they have difficulty using English subtitles because of their insufficient vocabulary and want to use Indonesian subtitles (their first language), it's just that some of the animated videos used usually don't have language Indonesia subtitle so it only uses English.

In this case, the researcher concludes that the use of animated videos with English subtitles is also one of the advantages of this research. Although watching animated videos with English subtitles is also not easy, but if students can understand and learn listening skills from this media, it will give students more knowledge, and of course, they can improve new

vocabulary, structure, and grammar, pronunciation of the media. This learning.

The advantage of this research is the use of English video animations combined with English subtitles in the listening class. The researcher combines these three variables because the listening class should not be a boring class for students who only listen to a conversation in an audio or video but are also able to make students feel interested in the class. With this study using these 3 variables students can get new vocabulary, the right way of pronunciation, know the correct word structure, and the right writing in writing a phrase or sentence.

The above statement is following The previous research conducted by Saud & Rahman (2019) finds that the perceptions of English students and teachers in integrating local cultural animation videos into English teaching media promote student character. In the end, learning media that is integrated with local cultural values when applied to English learning in elementary schools can foster student character. Argued Metruk (2018) clearly states the results of his research that "it seems that watching English videos with English subtitles could be more beneficial to EFL students' reading comprehension skills than using Slovak (Czech) subtitles."

The shortcomings in this study are that the results are not in-depth about the use of the animated video with English subtitles at listening to foreign language, complete data retrieval, and the process of analyzing

data. The researcher hopes that in the future there will be research linking four skills in the process of learning a second language using this media.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions of this research. The conclusion deal with the result of the research finding and discussion. The researcher gave some suggestions that were addressed to another researcher who is interested in animated videos with English subtitles at listening to foreign language classes.

A. Conclusion

Based on the result of the study, the student believed that using animated video with English subtitles is very useful and necessary. Furthermore, the use of animated videos with English subtitles can give a contribution to students' listening skills, vocabulary, structure, and grammar with the help of English subtitles.

The students' problems when watching the animated video with English subtitles were unfamiliar with pronunciation, lack of vocabulary, and the speakers in the video being too fast and the pronunciation is not clear so they don't understand what is being said. Then, one of them stated that there were times when they had difficulty using English subtitles because of their insufficient vocabulary savings and wanted to use Indonesian subtitles more, it's just that some of the animated videos used usually didn't have Indonesian subtitles so they only used English.

The researcher concluded that the use of animated video with English subtitles is also one of the advantages of this research. Although, watched to animated videos with English subtitles is not easy too, but if the student was able to understand and learn a listening skill from this media, it will give the students more knowledge, and of course, they can improve new vocabulary, structure, and grammar, pronunciation from this learning media.

B. Suggestion

Following the conclusions of this study, the researcher would like to give some suggestions for students, lecturers, and further researchers. The researcher hopes that this research can be useful for the readers.

The result of this study can be used as evaluation data to improve the quality of future listening learning. Furthermore, by knowing these problems, the lecturer can determine whether any obstacles are felt by students and the extent of their understanding of the material presented through the animated video learning media with English subtitles. Besides, lecturers can choose listening learning strategies that make it easier for the student.

Students can use animated video learning media with English subtitles in listening class. Subject matter will be conveyed to students more easily understood and attract students' interest in attending class.

The researcher hopes that the findings of this study can be a reference for the effectiveness of instructional animated video media with English subtitles

in listening class in the teaching and learning process. The researcher also hopes other researchers can continue this research into more in-depth studies. The researcher hopes that this research can become a reference for other researchers in related topics.



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