ENHANCING EFL STUDENTS' LISTENING COMPREHENSION THROUGH VIDEO CAPTIONING

THESIS

Submitted in Partial Fulfillment of the Requirements for Gaining the Degree of Bachelor of English Language Education

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ABSTRACT

Title : **Enhancing EFL Students' Listening Comprehension Through Video Captioning**
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This study investigates the effectiveness of video captions in enhancing English as a Foreign Language (EFL) students' listening comprehension and overall language proficiency. The research aims to identify key factors that contribute to the benefits of video captions in language learning and explore how social media-based captioned videos support EFL students in improving their listening skills. This study employed qualitative data collection methods to gain in-depth insights into the effectiveness of video captions in improving EFL students' listening comprehension. The primary method used was semi-structured interviews, allowing participants to share their experiences, challenges, and perceptions regarding the use of captioned videos in language learning. The interviews were conducted with 10 EFL students from UIN Walisongo Semarang, selected through purposive sampling to ensure they had prior experience using captioned videos. The findings indicate that video captions play a crucial role in reinforcing vocabulary recognition, aiding speech segmentation, improving comprehension accuracy, reducing listening anxiety, and increasing student engagement and motivation. Additionally, the study highlights that the effectiveness of captions varies depending on learners' proficiency levels, with beginners relying on captions for comprehension while advanced learners use them to refine their listening accuracy. Captions also facilitate pragmatic learning by exposing students to real-life communication patterns, informal expressions, and cultural aspects of language use.

Keywords: video captions, listening comprehension, EFL students, social media.

DEDICATION

By the authority of Allah *'AzzawaJalla*, the ruler of this world, the compassionate and the forgiving. A writing effort cannot achieve success without the collective patience and supplication of all those involved. Ultimately, this thesis is devoted to them, with the primary dedications being to:

1. My beloved university, Universitas Islam Negeri Walisongo Semarang, especially the Faculty of Education and Teacher Training and the Department of English Education.
2. The Participants, thank you for your time, cooperation, and insights during this research. Your participation has been invaluable, and this work is a reflection of your voices and experiences.
3. All of my beloved family members especially my parents, Mr. Moh. Masdar Hilmi and Mrs. Nor Janah.
4. All my distinguished teachers and lecturers.
5. All my beloved colleagues and friends who have shared this journey all along with me.

Love and respect them always. Billion thanks, and there is no other word but to pray that may Allah grant you all merit for all of your generosity.

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بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

Alhamdulillah, all praise belongs to Allah, the Lord of all worlds, for granting me the strength to complete this dissertation. May peace and blessings be upon the Messenger of Allah, our Prophet Muhammad, who inspires countless people to live purposeful lives.

As a human being, I recognize that this final project would not have been possible without the support, guidance, advice, and encouragement of others. Numerous individuals and institutions have played a role in the development of this thesis, making it impossible to acknowledge each one by name. Thus, I would like to take this opportunity to express my heartfelt gratitude to:

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2. Dra. Nuna Mustikawati Dewi, M.Pd. as the Head of the English Language Education Department
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14. And finally, to myself—thank you for holding on when things felt overwhelming, for showing up even on the hardest days, and for pushing forward despite the doubts and challenges. There were moments of exhaustion, frustration, and uncertainty, but I kept going. I chose to believe in myself, even when it wasn't easy. This journey has tested my patience and resilience, yet here I stand, having made it through. I am proud of the person I have become, and for that, I am truly grateful.

In the end, the researcher acknowledges that this thesis is far from perfect in its composition and content. However, the researcher welcomes constructive feedback to improve and refine this work further. It is the researcher's sincere hope that this thesis can be of benefit to others, particularly future researchers, who may find value and inspiration in its findings.

Semarang, 12th March 2025
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MOTTO

"Today, I strive to be better than yesterday, for Allah does not change the condition of a person until they change what is within themselves."

- QS. Ar-Ra'd: 11-

"And that each person will only have what they endeavored towards"

-QS. An-Najm: 39-

"Do what you can, with what you have, where you are."

-Theodore Roosevelt-

"Maybe I made a mistake yesterday, but yesterday's me is still me. Today, I am who I am with all of my faults and my mistakes. Tomorrow I might be a tiny bit wiser, and that would be me, too…"

-Kim Nam Joon-

"You just need to keep going. Don't think, just keep going. Don't put too much thought into what you're doing. And you'll realize you've grown dramatically"

-Min Yoon Gi-

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LIST OF ABBREVIATIONS

EFL : English as a Foreign Language

ESL : English as a Second Language

NC   : No Caption

FCNA : Full Caption No Audio

FC   : Full Caption

FCHTW : Full Caption with Highlighted target Word

FCL1 : Full captions with highlighted target words and L1
     Translation

CHAPTER I
INTRODUCTION

This chapter discusses the background of the study, the research question, and the research objective.

A. Background of Research

As the first step in learning a language and a crucial component of developing full language proficiency, listening is a challenging and active interpretive process that is essential to communication. The theories of acquiring a second language (L2), particularly for beginners, emphasize the crucial role that hearing plays in the development of the L2 (Dunkel, 1991). According to Vandergrift, it is crucial to foster listening comprehension in language learners since people spend almost half of their communication time listening to what others say (Vandergrift, 1999). Communication with strangers would be challenging and frustrating without effective foreign language listening comprehension.

Of the four communication skills, listening accounts for 45% of the communication activity (Solak, 2016). As a prerequisite for effective communication, individuals must be able to comprehend what is being said to them. Therefore, listening is the most crucial skill to be acquired by learners before any others (Rost, 1994). The process of listening can be divided into four

stages: (1) hearing, (2) listening, (3) understanding, and (4) cognition. As defined by Gbenedio, the first stage, hearing, is the act of receiving the message conveyed by the speaker. The second stage, listening, involves interpreting the message and forming an understanding of its content. The third stage, understanding, is the process of translating the message into a form that aligns with the listener's language and cultural background. Finally, the fourth stage, cognition, is the act of integrating the message into one's knowledge base and forming a personal interpretation. Subsequently, the auding stage entails the listener translating what the speaker said according to their linguistic background.

Finally, the cognizing stage pertains to the listener defining what the speaker said empirically, based on their experience and insight. Nevertheless, it is evident that listening is not a skill that is consistently prioritized in the classroom. Mendelson identified three key reasons for this. Firstly, teachers believe that learners will develop their listening skills through daily activities, such as listening to the teacher explain materials. Secondly, teachers lack confidence in teaching listening skills. Thirdly, there is a paucity of activities designed to teach listening skills, although listening is a fundamental aspect of language comprehension (Mendelsohn, 1994). As observed by Ummah, the majority of Indonesian learners encounter difficulties in their English conversation due to deficiencies in their listening abilities

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(Ms et al, 2012). This phenomenon is corroborated by several factors, including differences in mother tongue, accent, vocabulary, culture, and the speed and quality of the recording (Bingol et al, 2014).

Researchers paid a lot of attention to using movies or videos as learning resources, and many different educational applications have used them successfully. Multimedia learning resources are reportedly more effective than conventional paper-based training, according to researchers. Foreign language learners who watch videos with visual, contextual, and nonverbal input receive simultaneous visual and aural inputs that can compensate for any cognitive gaps brought on by listening only. Such movies are well-liked by students while they are learning. Furthermore, videos with realistic accents have been acknowledged as being a valuable learning resource for language learners, while subtitles have been viewed as the most practical and effective auxiliary for watching videos (Dahbi, 2004). Although watching English-captioned films is likely one of the richest ways to provide authentic input because it combines all three mediums aural, visual, and textual all authentic resources are generally acknowledged as being beneficial for learners. King asserts that films are invaluable teaching resources for a variety of reasons, including the way they expose students to a wide range of native speakers, each with their own slang, reduced speech, stress,

accents, and dialects. This is important in order to emphasize the films' original linguistic content (King, 2002) Additionally, the inclusion of extralinguistic cues like gestures and facial expressions may support this.

The language used in movies is not only accurate but also provided in the right cultural context, making it a useful tool for promoting more proper language use and discouraging cross-cultural understanding. Motivation is another strongly suggested crucial requirement for language learning in addition to exposure. In general, viewers are very motivated to comprehend what is seen and expressed in video movies. Watching foreign language movies with closed captions in the target language gives visual reinforcement for what pupils are hearing and is another benefit of modern technology. The use of written captions encourages students to think in English by adding a third dimension to the video's visual and aural signals. Overall, captioned movies could be a very effective, inspiring, and helpful way to give EFL students at least one outside channel of authentic communication.

Audiovisual content offers contextualized visual pictures that may help with verbal input interpretation (Plass & Jones, 2005). As the activation of both verbal and nonverbal systems leads to greater learning, a combination of visual and verbal information may improve L2 input comprehension and ease of retrieval from memory. Additionally, captions could improve

audiovisual input by enabling students to see what they hear, particularly when the subject matter is just a little bit advanced. Captions may help with the segmentation of voice streams and the form-meaning mapping of lexical elements while processing continuous acoustic communications. As a result, when watching videos, it is simpler for students to distinguish words and significant speech units.

However, it is yet unclear how successful various forms of captioning are. For instance, although other studies found no positive impacts of captioning on video content comprehension, some did. Prior research hasn't focused as much on other sorts of captions, like captions with first language (L1). Furthermore, it is unclear to what extent captions enhance certain facets of vocabulary learning. For instance, although some studies found no effect on meaning recall, some studies reported positive captioning effects on both meaning recognition and memory.

B. Research Question

1. What are the key factors that contribute to its effectiveness in improving language proficiency?
2. How can the use of video captioning on social media can improve EFL students' listening comprehension in an effective English learning context?

C. Research Objective

1. To identify and analyze the factors that contribute to the effectiveness of video captions in improving language proficiency among EFL students.
2. To investigate how the use of video captions on social media platforms can improve EFL students' listening comprehension in the context of English language learning.

D. Significance of the study

This study has significant implications for theory and practice in the field of English as a Foreign Language (EFL) education. By shedding light on the factors that contribute to the efficacy of video captions in enhancing language proficiency among EFL students, this study provides valuable insights for educators, curriculum developers, and policymakers seeking to optimize language learning strategies. The exploration of the impact of video texts on listening comprehension in the dynamic landscape of social media platforms offers practical guidance for integrating innovative pedagogical approaches into EFL teaching. Ultimately, this research contributes to ongoing efforts to improve language acquisition methods, encourage active engagement with authentic language materials, and foster proficient communication skills among EFL learners in diverse educational settings.

CHAPTER II
LITERATURE REVIEW

Some discoveries from earlier research have been gathered and have aided in this investigation. These include:

A. Previous Research

Paula Winke, Susan Gass, and Tetyana Sydorenko conducted a study about the effects of captioning videos used for foreign language listening activities, which investigated the effects of subtitles during video-based listening activities. Second and fourth-year learners of Arabic, Chinese, Spanish, and Russian watched three short videos with and without subtitles in a randomized order. Spanish learners had two additional groups: one watched the videos twice without captioning, and another watched them twice with captioning. After the second viewing, the learners took comprehension and vocabulary tests based on the video. Twenty-six learners took part in interviews after the actual experiment. They were asked about their general reactions to the videos (with and without subtitles). Results from t-tests and two-way ANOVAs indicated that captioning was more effective than no captioning. Captioning during the first viewing of the videos was more effective for performance on aural vocabulary tests. For Spanish and Russian, captioning first was generally more effective than captioning second, whereas for Arabic and Chinese, there was

a tendency for captioning second to be more effective. The interview data showed that learners used subtitles to increase attention, improve processing, reinforce prior knowledge, and analyze language. Learners also reported using subtitles as a crutch (Winke et al., n.d.).

Hsieh (2020a) also conducted a study about the effects of video subtitling on EFL vocabulary learning and listening comprehension, and computer-assisted language learning. This study investigated how the type of video captioning affected the vocabulary learning and listening comprehension of low-intermediate Chinese-speaking English learners. Each video was presented twice with one of five caption types:

The learning of both word form and meaning in a multimedia listening activity. FCHTW increased attention to word form at the expense of word meaning. Videos with either caption (FCNA) or audio (NC) did not help learn written words, suggesting that dual-modality presentation of verbal information (audio plus text) is superior to single-modality presentation. While caption did not affect listening comprehension, the simultaneous presentation of video, audio, and subtitles did not overload learners in the FC condition, suggesting that selective attention might be allocated to different parts of the visual stimuli during the first and second exposure to the videos. In addition, the presence of highlighted

words and glosses in the subtitle line might draw learners' attention to the vocabulary rather than to the video content.

Ulviana et al (2019) conducted their study about the effect of full video captioning on EFL learners' listening comprehension. This study states that the significance of listening skills in English language education is not a primary concern in the Indonesian education system. Many educators believe that students can develop their listening abilities through daily interactions, yet the English National Examination, which is one of the standard graduation requirements in Indonesia, also assesses students' listening comprehension. The use of full video captions can serve as an alternative medium to assist students in overcoming listening challenges. A quasi-experimental research study was conducted on 73 students from the Islamic Senior High School of Almaarif Singosari Malang in eleventh grade Science II and III to examine the effect of full video captioning on the EFL students' listening comprehension. The findings of this research indicated that the t-value was greater than the t-table value (2.449>1.993). It can be definitively stated that full video captioning has a significant effect on enhancing learners' listening comprehension. Based on the findings, it is recommended that English teachers utilize full video captioning as a teaching medium in the context of listening comprehension, with the aim of enhancing students' listening comprehension. Furthermore, this research suggests that future

researchers should develop the topic and the type of video captioning at any level and major.

Based on the previous research, several previous study have explored the use of video captioning in EFL Learning and its positive affects on listening comprehension. However, I identified some important research gaps that this study aims to address limited contextual integration with social media platforms and lack of focus on student motivation as a supporting variable. Because of these gaps, I designed this study to not only evaluate the effectiveness of video captioning, but also to examine its implementation in social media context and consider students motivation.

B. Literature Review

The field of teaching and learning English as a foreign language (EFL) continues to evolve through various available technologies and methods. One technique that has attracted attention in the literature is the use of video captioning to improve EFL students' listening and writing comprehension. Related research has explored the effectiveness of this technique and demonstrated significant potential in improving EFL students' English communication skills.

1. Learning Method with Video Captioning

The video captioning Learning method involves the use of written text included in the video, which is synchronously displayed with the audio contained therein. This allows students to read texts while listening to conversations or narratives, facilitating a better understanding of vocabulary, intonation, and language structure. The introduction of captioning in foreign language classrooms in the 1980s was predicated on the assumption that it would enhance learners' attention, reduce anxiety, provide students with immediate confirmation of their comprehension of the spoken word, and boost motivation (Burger, 1989; Froehlich, 1988; Grimmer, 1992; Vanderplank, 1988). The prevailing view was that captioning leads to superior performance on subsequent comprehension and vocabulary tests. One of the most robust experiments along this line was conducted by Bird and Williams (2002), who investigated the claim that captioning is a beneficial language learning tool by examining the impact of a bimodal presentation (aural and visual) of novel words on their acquisition. In their study, vocabulary was presented to advanced learners of English under three conditions: The study employed three conditions: (a) text with sound, (b) text without sound, and (c) sound without text. The researchers examined the effects of these conditions on word learning, measuring improvements in spoken word recognition efficiency (i.e., the

time required for learners to recall the words) and recognition memory (Bird & Williams, 2002).

2. **Improving Listening Comprehension**

Empirical research has shown that the use of video captioning significantly improves EFL students' listening comprehension. By engaging visual and auditory skills simultaneously, students have better access to audiovisual content, which in turn strengthens their understanding of the language used. Listening comprehension is a crucial skill in the process of language acquisition, and its development is a significant concern for language teachers (Dunkel, 1991b). While listening appears to be a relatively straightforward process in one's native language, in reality, listening is a complex cognitive process that requires significant effort in second and especially foreign languages. Listening can assist students in building vocabulary, developing language proficiency, and improving language use (Barker, 1971). Consequently, it has been a fundamental component of numerous theories of second language acquisition (Flowerdew & Miller, 2001). In brief, these theories posit that exposure to authentic listening and reading tex ts facilitates an implicit process through which new language and linguistic rules become internalized and can then be automated and reproduced (Brett, 1997). Consequently, it has been a commonly held belief

that the level of proficiency attained in a foreign language is directly influenced by the extent of exposure to the target language in its natural settings (Rott, 1999).

In a previous study (Chen & Chen, 2019), a video-annotated learning and reviewing system (VALRS) was developed with the affordance of providing different help options (e.g. the ability to turn on or off the video images and L1/L2 subtitles) and reviewing modes (immediate vs. delayed reviewing) to promote learners' English listening comprehension using videos. Moreover, the VALRS was designed to permit learners to interact with video content (i.e., language input) following the interactive SLA theory (Chapelle, 2005, 2009).

3. Type Of Video Captioning

Yufen Hsieh in his research that investigated how video caption type affected listening comprehension, five distinct captioning conditions were evaluated. There are 5 types: (1) NC, (2) FCNA, (3) FC, (4) FCHTW, and (5) FCL1 (Hsieh, 2020b). Each caption type varied in terms of how much support or focus was provided, allowing the study to explore how different levels of captioning influence comprehension among learners. Here's a detailed breakdown of each type:

a. NC (No caption). In this condition, participants watched videos without any captions. This type represents a

baseline, where learners rely solely on listening skills without additional visual text cues, testing their ability to understand spoken English in a more naturalistic, immersive setting.

b. FCNA (Full caption with no audio). This unique condition presents the video with full captions but no audio. Learners are exposed to the written transcript of the spoken content without hearing the audio. The purpose of this condition is to investigate how well learners can comprehend the content by reading alone and to see if reading captions without accompanying audio can enhance or inhibit later listening comprehension when audio is reintroduced.

c. FC (Full caption). In this condition, EFL Learners receive standard full captions that display all spoken words verbatim, alongside the video's audio. This captioning style is common in many educational and entertainment contexts, providing learners with both visual and auditory input. By comparing this condition with others, the study assesses whether full captions with audio improve comprehension by allowing learners to cross-reference spoken and written forms of the language.

d. FCHTW (Full captions with highlighted target words). Full captions are provided with specific vocabulary or target words highlighted within the text. These highlighted words

are usually critical terms or concepts that are especially relevant to the video's content and may be more challenging for learners. The goal here is to examine if drawing attention to key vocabulary within the captions can improve comprehension by helping students focus on important terms.

e. FCL1 (Full captions with highlighted target words and L1 Translation). In this condition, full captions are presented along with the translation of specific words or phrases into the learner's first language (L1). This added L1 support can help learners understand unfamiliar vocabulary or complex expressions that might otherwise hinder comprehension. By comparing this with other conditions, researchers aim to determine if L1 support can improve listening comprehension by reducing cognitive load and supporting vocabulary acquisition.

Through these five distinct conditions, Hsieh's study seeks to reveal how varying captioning strategies—ranging from no captions to enhanced captions with vocabulary support or L1 translations—impact EFL learners' listening comprehension. By identifying which captioning type is most beneficial, the study offers insights that could guide educators and content creators in designing more effective video resources for language learners.

4. **Factors that contribute to its effectiveness in improving language proficiency**

      Several important elements affect how well video captioning works to help EFL students improve their language skills, including vocabulary recognition, speech segmentation, comprehension accuracy, cognitive support, engagement, and motivation. These factors collectively enhance listening comprehension and overall language proficiency. By integrating captions into language learning, educators can provide a richer multimodal experience that caters to different learning styles and improves retention. The key factors contributing to effectiveness include:

  a. Vocabulary recognition

      Captions, especially those with highlighted target words and L1 gloss, significantly aid in vocabulary learning by directing attention to word forms and meanings (Peters et al, 2016). This dual modality presentation (audio and text) is more effective than single modality presentations and reinforces word recognition, leading to a more extensive and durable vocabulary bank (Anzai, 2018).

  b. Speech segmentation

      One of the biggest challenges for EFL learners is distinguishing words in continuous speech. Captioning helps learners segment speech more effectively, which is

crucial for understanding spoken language and improving skills. When words and phrases are visually reinforced, learners become better equipped to recognize patterns in spoken language, aiding both comprehension and pronunciation.(Montero Perez et al, 2013a)

c. Comprehension accuracy

Bilingual captions and those with glossed target words enhance listening comprehension by providing additional context and support. Learners are better able to grasp meaning even when dealing with unfamiliar vocabulary or complex sentence structures. This scaffolding allows them to gradually transition from relying on captions to developing independent listening proficiency (Montero Perez et al, 2013a).

d. Cognitive support

Captions provide cognitive support by reducing the cognitive load associated with processing spoken language, allowing learners to focus on understanding and retaining information. When learners do not struggle as much with decoding spoken words, they can direct more cognitive resources to grasp overall meaning, sentence structure, and contextual clues. This can be particularly beneficial in content-heavy or fast-paced materials (Chen et al, 2022a).

e. Engagement and motivation

The use of captioning increases learner engagement and motivation by making the content more accessible and less intimidating, which in turn enhances learning outcomes. Captions provide learners with a sense of control over their learning process, reducing anxiety and increasing confidence in their listening abilities. Additionally, interactive and engaging captioning styles such as dynamic subtitles or captions that encourage active learning (e.g., fill-in-the-blank exercises), can further motivate learners (Anzai, 2018; Chen et al, 2022a).

f. Age and proficiency level

The effectiveness of captioning can vary based on the learner's age and proficiency level, with younger and less proficient learners benefiting more from captioned videos. For beginners, captions serve as an essential bridge to comprehension, while for advanced learners, they provide additional depth refinement in understanding nuances of language (Avello & Muñoz, 2023; Peters et al, 2016).

g. Pragmatic learning

Captioned videos also support the learning of L2 pragmatics, helping learners use more appropriate language strategies in real-life situations. Exposure to authentic dialogues, cultural expressions, and content-

based language usage enhances learner's ability to communicate effectively in diverse situations, fostering both linguistic and intercultural competence. (Barón & Celaya, 2022)

C.   Conceptual Framework

A conceptual framework consists of interconnected concepts that collectively provide a thorough understanding of a phenomenon. It outlines relationships among ideas, assumptions, beliefs, and theories to explain how a phenomenon operates or interacts with its elements. Acting as a structured lens, it systematically integrates theories, expectations, and perspectives to address problems. Conceptual frameworks also depict relationships between variables, offering theoretical insights into the phenomena's nature and underlying causes. Ultimately, they present coherent models that guide research and foster comprehension of complex ideas or systems.

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┌──────────────────┐        ┌──────────────────┐
│ Video captioning │        │   Motivation     │
└──────────────────┘        └──────────────────┘
         │                           │
         ▼                           ▼
┌──────────────────┐        ┌──────────────────┐
│ Types of captions│        │    Attention     │
└──────────────────┘        └──────────────────┘
         │                           │
         ▼                           ▼
┌──────────────────┐        ┌──────────────────┐
│  EFL Listening   │        │ Learning styles  │
│  comprehension   │        └──────────────────┘
└──────────────────┘                 │
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                            ┌──────────────────┐
                            │ Social media     │
                            │ platform features│
                            └──────────────────┘
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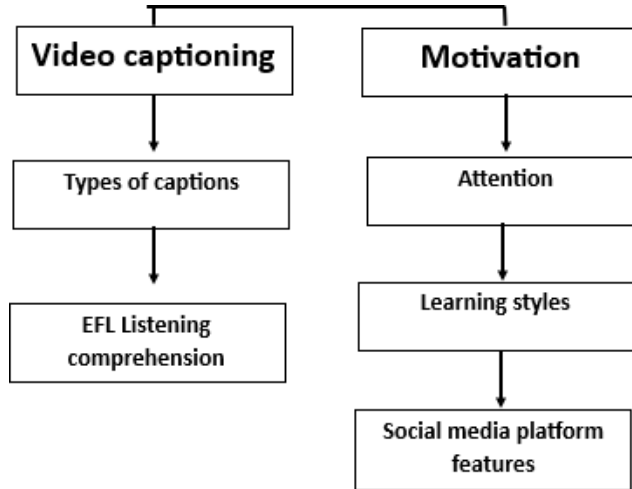
The conceptual framework in the diagram serves as the foundation for understanding the key factors that contribute the effectiveness of video captions in improving language proficiency and the use of video captioning on social media improve EFL students listening comprehension. This theory refers to the research of Yufen Hsieh (2019) and Ming-puu Chen (2020) who stated in their study that the effects of captions and English proficiency on knowledge application indicated that English captions placed high cognitive load and hindered less proficient learners' knowledge application, but proficient learners performed equally under different caption conditions.

CHAPTER III
RESEARCH METHODS

This chapter contains research methodology that consists of research design, research setting, research participant, research focus, method of collecting data, instrument, and data analysis.

A. Research Design

This research adopts a qualitative case study design to explore the impact of video captioning on enhancing listening comprehension among EFL students. A case study approach allows for an in-depth examination of participants' interactions, experiences, and responses to video captions, providing rich insights into the role of captioning in language acquisition (Creswell, 20). Through semi-structured interviews and analysis, the study aims to identify specific factors and mechanisms that contribute to the effectiveness of video captioning for EFL listening comprehension.

B. Research Setting

This study was conducted in an academic setting, focusing on English as a Foreign Language (EFL) students to examine the impact of video captions on listening comprehension. The research took place at UIN Walisongo Semarang, located at Jl. Prof. Dr. Hamka, Ngaliyan, Semarang where students were actively engaged in learning English as part of their academic curriculum.

The participants consisted of 10 EFL students, who were selected based on their willingness to participate and their exposure to video-based learning resources, particularly those incorporating captions.

The study was carried out in an environment where students frequently interacted with digital content, including educational videos and social media platforms that provide captioned English-language materials. This setting was chosen to reflect real-world language-learning experiences, as many EFL learners rely on multimedia resources outside the classroom to enhance their listening and comprehension skills. The study also aimed to investigate how students engage with captioned videos in both structured (classroom) and unstructured (independent learning) contexts.

C. Research Participant

This study involved 10 EFL students from the English Education Department of UIN Walisongo Semarang, selected through a purposive sampling technique, which is a non-probability sampling method used to deliberately select participants based on specific characteristics relevant to the study. In this case, this method was used to intentionally choose participants who had prior experience using captioned videos for language learning, ensuring they were relevant to the research focus. Participants varied in proficiency levels, ranging from

beginners who relied on captions for comprehension to advanced learners, who used them to refine listening accuracy.

Students with different learning backgrounds were included. Some students were engaged with English through social media and online content, while others primarily relied on classroom instruction. To gather qualitative insights, 10 participants were interviewed about their experiences, challenges, and perceptions regarding video captions. Their responses highlighted the benefits of captions in vocabulary retention, speech segmentation, comprehension accuracy, and listening confidence. By selecting a diverse group of learners, this study provides a well-rounded analysis of how video captions support EFL listening comprehension and overall language proficiency.

D. Research Focus

This study focuses on analyzing the effectiveness of video captions in improving listening comprehension and language proficiency among EFL students. It examines the key factors that contribute to the benefits of video captions, such as vocabulary recognition, speech segmentation, comprehension accuracy, cognitive support, engagement, and motivation. Additionally, the study explores how social media-based captioned videos provide continuous exposure to English, encourage independent learning, and enhance student engagement in language acquisition.

By investigating these aspects, the research aims to provide insights into how captioned videos can be integrated into EFL learning environments and how they cater to students with different proficiency levels. The findings are intended to help educators and learners optimize the use of video captions as a supportive tool for language development.

E. Data Collection Technique and Instruments

Data collection techniques are the most important part of the research. Using appropriate data collection techniques will result in a standardized data analysis process, and vice versa. The researcher recorded, examined, and observed data sources as materials studied in data analysis. Furthermore, data collection techniques can be carried out using interviews, documentation, and triangulation

The interview aims to collect accurate and in-depth data about the research subject. Creswell (2014) adds that interviews help researchers understand social contexts and phenomena. In addition, Kvale (2007) states that interviews aim to explore respondents' meaning and understanding of their experiences. Interviewing is the method employed, with a concentration on semi-structured interviews. Because semi-structured interviews give the interviewer greater flexibility to follow up on any angle they deem significant, they can better leverage the knowledge-producing potential of dialogues. Additionally, a semi-structured

interview offers the interviewer more freedom to direct the conversation toward topics they believe are crucial to the research study (Leavy, n.d.).

Sukmadinata (2010) defines a research instrument as a test that has the characteristic of measuring informants with a number of questions and statements in research, which can be done by making an outline of the objectives of the research being carried out. In simple words, instruments are ways to collect the data to find the best result. The following is the research instrument used by the researcher:

Table 3. 1 Research Instrument

Sections	Element and related theories	General Questions	Spesific Questions
No Caption (NC)	- **Comprehensible Input** (Krashen, 1985): Learners rely solely on auditory input, requiring higher cognitive effort. - **Motivation**	- How do you feel about understanding the video content without any captions? *(Bagaimana pengalaman Anda memahami isi*	- What challenges did you face when watching the video without captions? *(Apa tantangan yang Anda hadapi saat*

	(Deci & Ryan, 1985): Builds resilience.	*video tanpa adanya teks?)*	*menonton video tanpa teks?)* - How effective was your ability to identify specific words or meanings without captions? *(Seberapa efektif Anda mengenali kata atau makna tertentu tanpa bantuan teks?)*
Full Caption (FC)	- **Multimodal Input** (Mayer, 2001): Text	- How do full captions support your	- Did full captions make it easier to

	supports auditory processing and helps segmentation of speech. - **Focus on Form** (Vanderplank, 1988): Links auditory to visual input. - How do full captions support your comprehension of video content?	comprehension of video content? *(Bagaimana teks caption penuh membantu pemahaman Anda terhadap konten video?)*	follow the video content? *(Apakah teks caption penuh membuat Anda lebih mudah mengikuti konten video?)* - How effective were captions in helping you recognize new vocabulary or phrases? *(Seberapa efektif teks membantu Anda mengenali*

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			kosakata atau frasa baru?)
Full Caption with Highlighted Target Words (FCHTW)	- **Focus on Key Elements** (Mayer, 2001): Highlights guide attention to critical vocabulary. - **Memory Support** (Sweller, 1988): Reduces cognitive load for unfamiliar terms.	- How did highlighted captions improve your ability to focus on important words? *(Bagaimana penyorotan kata dalam teks caption membantu Anda fokus pada kosakata penting?)*	- How did the highlighted words impact your understanding of the video's key vocabulary? *(Bagaimana kata-kata yang disorot memengaruhi pemahaman Anda terhadap kosakata utama video?)* - Were highlighted

			words helpful for retention or a distraction? *(Apakah kata-kata yang disorot membantu daya ingat Anda atau justru mengganggu?)*
Compariso n Across Types	- **Comparative Effectiveness**: Helps evaluate which caption type is most supportive. - **Engagement and Motivation** (Deci & Ryan, 1985): Measures	- Which type of caption (NC, FC, or FCHTW) best supported your comprehension ? *(Jenis caption mana (NC, FC, atau FCHTW) yang paling membantu*	- Which caption type hindered your focus the most, and why? *(Jenis teks caption mana yang paling mengganggu fokus Anda,*

learner preference.	*pemahaman Anda?)*	*dan mengapa?)*
	- Did captions motivate you to engage with the video more deeply? *(Apakah teks/caption meningkatkan motivasi Anda untuk memahami video lebih dalam?)*	- How did the presence or absence of captions affect your confidence in understanding spoken English? *(Bagaimana kehadiran atau ketiadaan teks/caption memengaruhi kepercayaan diri Anda dalam memahami bahasa*

			Inggris lisan?)

F. Data Analysis Technique

This study follows the three-stage framework of data analysis proposed by Miles, Huberman, and Saldaña (2014), which consists of data condensation, data display, and conclusion drawing and verification.

The first stage, data condensation, involves selecting, simplifying, and organizing the collected data to focus on the most relevant information. This process includes transcribing interviews, coding responses, and categorizing key themes related to the effectiveness of video captions in improving listening comprehension and language proficiency.

The second stage, data display, presents the condensed data in an organized manner, allowing for easier interpretation. The findings are structured into thematic categories such as vocabulary recognition, speech segmentation, comprehension accuracy, cognitive support, engagement, motivation, and pragmatic learning. This step helps identify patterns and relationships within the data, making it easier to analyze how video captions impact EFL learners.

The final stage, conclusion drawing, and verification, involves interpreting the displayed data to generate meaningful

insights. The researcher draws conclusions based on the identified patterns, ensuring that the findings are consistent and supported by the data. Verification is done through careful cross-checking of information, reviewing participant responses, and considering alternative explanations to enhance the reliability and validity of the conclusions. By following this three-stage framework, the study ensures a systematic and structured approach to data analysis, providing a comprehensive understanding of the role of video captions in EFL learning.

G. Trustworthiness

To ensure the research analysis was trustworthy, a rigorous validation process employing several careful methods was implemented. First, participants reviewed interview transcripts and interpretations to confirm their accuracy, a process known as member checking (Merriam, S. B., & Tisdell, 2015). This collaborative approach, incorporating participant feedback, strengthened the validity of the research results. Second, data triangulation was used, comparing teacher interviews with classroom observations to identify patterns, similarities, and differences in experiences. This triangulation method enhanced the credibility of the findings and provided a detailed understanding of the role of video captions in EFL learning.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

This chapter provides the study findings and discussion of Enhancing EFL students's Listening Comprehension Through Video Captioning. The main objective of this chapter is to answer the research questions mentioned in Chapter 1.

A. Findings

In this part, the researcher presents the research findings. This seeks to address the formulation of the problem: 1) To identify and analyze the factors that contribute to the effectiveness of video captions in improving language proficiency among EFL students. 2) To investigate how the use of video captions on social media platforms can improve EFL students' listening comprehension in the context of English language learning.

1. The factors that contribute to the effectiveness of video captions in improving language proficiency among EFL students.

Based on the interview results, several key factors contribute to the effectiveness of video captions in enhancing EFL students' listening comprehension and overall language proficiency. These factors include vocabulary recognition, speech segmentation, comprehension accuracy, cognitive support, engagement, and motivation.

1.1 Vocabulary recognition and retention

Video captions, particularly full captions and highlighted target words, play a crucial role in improving vocabulary recognition. When learners see words in written form while listening, they reinforce word pronunciation, meaning, and spelling simultaneously. This multimodal exposure helps students remember and recall vocabulary more effectively. Additionally, captions allow learners to quickly identify unfamiliar words, making it easier for them to look up and retain new vocabulary. This is particularly helpful for students who struggle with distinguishing words in continuous speech.

Many participants mentioned that they tend to pause videos, write down new words, and check their meanings, which deepens their understanding and retention of vocabulary. Highlighted target words were found to be especially effective, as they direct students' attention to key terms, making them more likely to focus on and remember those words.

Table 4. 1 Vocabulary Recognition

Informant	Data reduction
VR.P.3.1.1	"If there's a new word, then it's like 'What does this mean?' Like we're immediately moved to find out."

| VR.P.7.1.1 | "The captions with highlighted words helped me recognize new vocabulary more easily." |
| VR.P.8.1.1 | "With captions, I can know what words are being spoken. If the word is not familiar, I can look it up on the internet to learn." |

From the analysis, the role of video captions in improving vocabulary recognition and retention can be divided into two main aspects: multimodal learning benefits and active engagement strategies. The effectiveness of multimodal learning was identified by several participants, who highlighted that captions reinforce pronunciation, meaning, and spelling simultaneously. This aligns with cognitive learning theories, which suggest that integrating visual and auditory inputs enhances comprehension and memory (Plass & Jones, 2005). Participants found captions particularly useful in distinguishing words in continuous speech, making it easier to recognize and retain new vocabulary. VR.P.1.8 emphasized this benefit by stating, *"With captions, I can know what words are being spoken. If the word is not familiar, I can look it up on the internet to learn."* This indicates that captions serve as a valuable tool

in helping learners recognize spoken words and search for their meanings, facilitating independent learning.

Another significant aspect observed is the active engagement strategies learners use when interacting with captions. Many participants reported pausing videos, noting down new words, and searching for their meanings, which deepens their understanding and supports long-term retention. The use of highlighted target words was particularly effective in directing students' attention to key vocabulary, ensuring they focus on and remember important terms. VR.P.1.3 confirmed this by stating, *"If there's a new word, then it's like 'What does this mean?' Like we're immediately moved to find out."* This suggests that captions do not merely aid passive learning but actively stimulate curiosity and motivation in learners. Similarly, VR.P.1.7 emphasized the benefits of highlighted words, stating, *"The captions with highlighted words helped me recognize new vocabulary more easily."* This highlights how targeted visual cues can enhance vocabulary acquisition. It shows that video captioning, particularly those with highlighted key terms, plays a crucial role in improving vocabulary recognition and retention.

The combination of multimodal exposure and active engagement strategies encourages learners to interact with new vocabulary in meaningful ways. Encouraging students to strategically utilize captions such as pausing, taking notes, and looking up meanings can maximize their learning outcomes. Future research could explore the long-term retention effects of captioned videos or compare the impact of different captioning styles on vocabulary development.

1.2 Speech segmentation

One of the biggest challenges for EFL learners is segmenting speech into understandable units. In natural conversations, native speakers tend to speak quickly, blend words together, and use varying accents, making it difficult for learners to differentiate individual words. Captions act as a guide to help students break speech into meaningful chunks, allowing them to match pronunciation with word spelling and understand sentence structure more clearly.

Without captions, students reported that they often misinterpret words or struggle with accents. Captions provide a visual aid that helps them connect the spoken and written forms of words, improving their ability to recognize spoken language. Highlighted captions, in

particular, help learners focus on key phrases and improve their pronunciation by reinforcing word stress and intonation.

Table 4. 2 Speech Segmentation

Informant	Data reduction
SS.P.2.1.2	"difficulty in understanding accents or pronunciations that are too fast. Usually in movies or videos, native speakers have different speeds, pronunciations, and accents."
SS.P.4.1.2	"If there are unfamiliar words, with full captions I can understand how to pronounce them."
SS.P.7.1.2	"With captions, I can practice speaking too, because I can see how words are spelled and pronounced."
SS.P.10.1.2	"I think the first thing is that maybe the pronunciation is sometimes unclear, maybe there are also words that I don't understand, as well as the accent of the native speakers."

From the interview data, the role of video captions in improving speech segmentation can be divided into two main aspects: aiding in word differentiation and enhancing pronunciation practice. The challenge of word differentiation was highlighted by several participants, who noted that native speakers often speak quickly, blend

words together, and use varying accents, making it difficult for learners to recognize individual words. Captions serve as a guide, allowing learners to break speech into meaningful chunks and match pronunciation with spelling. This helps students understand sentence structure more clearly and reduces the chances of misinterpreting words. SS.P.1.2 emphasized this difficulty by stating, *"Difficulty in understanding accents or pronunciations that are too fast. Usually, in movies or videos, native speakers have different speeds, pronunciations, and accents."* This suggests that captions provide a necessary support system for learners struggling with natural speech patterns.

Another crucial aspect is enhancing pronunciation practice through the use of captions. Many participants reported that full captions help them recognize and practice pronunciation, as they can see the exact spelling of words while hearing their pronunciation. SS.P.1.4 highlighted this by stating, *"If there are unfamiliar words, with full captions I can understand how to pronounce them."* This indicates that captions act as a bridge between spoken and written language, reinforcing learners' ability to recognize spoken words. Furthermore, SS.P.1.7 pointed out that captions not only help with comprehension but

also serve as a tool for practicing speaking: *"With captions, I can practice speaking too, because I can see how words are spelled and pronounced."* This demonstrates that captions do more than assist with listening—they actively contribute to improving pronunciation. Additionally, SS.P.1.10 reaffirmed that unclear pronunciation and unfamiliar accents pose challenges, stating, *"I think the first thing is that maybe the pronunciation is sometimes unclear, maybe there are also words that I don't understand, as well as the accent of the native speakers."*

In conclusion, video captions play a significant role in improving EFL learners' ability to segment speech and recognize pronunciation patterns. They help learners break down continuous speech into understandable units and provide a visual reference for pronunciation practice. The use of full captions and highlighted key phrases further enhances learners' ability to focus on word stress and intonation. Encouraging students to use captions as a tool for both listening and speaking practice can lead to better comprehension and pronunciation skills. Future research could explore how different types of captions impact learners' speech segmentation abilities or

investigate the long-term effects of captioned video exposure on pronunciation development.

1.3 Comprehension accuracy

Listening comprehension requires the ability to grasp the main idea, supporting details, and implied meanings of spoken content. Many students struggle with this when listening to fast or unfamiliar speech, often missing critical information. Captions help by allowing learners to read and listen simultaneously, ensuring they can follow along without missing key points.

Participants noted that full captions significantly improved their ability to track conversations. Without captions, students often misunderstood sentences or had to rewatch videos multiple times. Captions acted as a verification tool, helping them confirm whether what they heard was correct.

Table 4. 3 Comprehension Accuracy

Informant	Data reduction
CA.P.2.1.3	"Without captions, I often lose information in videos due to accents and speed of speech."
CA.P.3.1.3	"I am more confident in understanding the content of a video if there are captions because I can confirm whether I heard correctly or not."

CA.P.4.1.3	"I think a video or movie with a caption can help me better understand the content of the video or movie.
CA.P.5.1.3	"When watching videos without subtitles, I often feel like I'm missing out on some important information, especially if the speaker is speaking fast."
CA.P.7.1.3	"With full captions, I understand every word better, especially if there is a fast pronunciation or unfamiliar accent."
CA.P.9.1.3	"Full captions help me to understand the content of the video clearly."

The role of video captions in improving comprehension accuracy can be divided into two main aspects: enhancing information retention and serving as a verification tool. Many participants reported struggling to grasp the main idea, supporting details, and implied meanings when listening to fast or unfamiliar speech. Without captions, they often miss critical information, requiring them to rewatch videos multiple times. Captions provide a dual-input learning experience, allowing students to read and listen simultaneously, which helps them follow along without losing key points. CA.P.2.3 highlighted this difficulty, stating, *"Without captions, I often lose information in videos due to accents and speed of speech."* This indicates that the presence of captions

significantly reduces comprehension barriers caused by variations in pronunciation and speech rate.

Another important function of captions is serving as a verification tool to confirm understanding. Many participants expressed that captions increase their confidence in comprehension by allowing them to cross-check what they hear with what is written. CA.P.3.3 supported this by stating, *"I am more confident in understanding the content of a video if there are captions because I can confirm whether I heard correctly or not."* This suggests that captions provide reassurance to learners, ensuring that they accurately interpret spoken content. Similarly, CA.P.5.3 emphasized the challenge of following fast speech, stating, *"When watching videos without subtitles, I often feel like I'm missing out on some important information, especially if the speaker is speaking fast."* This highlights how captions help learners process information more effectively, even when speakers have rapid speech or unfamiliar accents. Additionally, CA.P.7.3 pointed out that full captions enhance word recognition and overall comprehension, stating, *"With full captions, I understand every word better, especially if there is a fast pronunciation or unfamiliar accent."*

Video captions significantly enhance comprehension accuracy by improving information retention and serving as a verification tool. They help learners process fast and unfamiliar speech more effectively, reducing misunderstandings and the need for repeated viewings. Full captions, in particular, allow students to track conversations with greater clarity and confidence. Encouraging the use of captions in listening exercises can help EFL learners develop stronger comprehension skills. Future research could explore the impact of captioned videos on long-term listening proficiency or compare the effectiveness of different types of captions in improving comprehension accuracy.

1.4 Cognitive support and reduced listening anxiety

Listening to English without captions can be stressful and overwhelming, particularly for learners who are not yet proficient. Many students experience listening anxiety, fearing that they won't understand spoken content. Captions provide a safety net, allowing learners to cross-check their understanding instead of feeling lost.

Some participants mentioned that when they watched videos without captions, they felt frustrated and lost motivation, particularly if they had to rewind multiple times to understand the content. However, when captions

were available, students reported feeling more at ease, knowing they could rely on text to support their understanding. Additionally, students noted that highlighted words helped them focus on key points without feeling overloaded with information.

Table 4. 4 Cognitive Support

Informant	Data reduction
CS.P.1.1.4	"I often get frustrated if I have to repeat a video without subtitles many times because I still can't catch everything that is being said."
CS.P.4.1.4	"If I find it difficult to understand the words in the video, the text captions help me reduce my anxiety."
CS.P.6.1.4	"With captions, I can focus more because I don't have to guess all the words being spoken."
CS.P.7.1.4	"Highlighted words help me focus more on important vocabulary and keep me from getting overwhelmed."

According to the analysis, there are two primary ways that video captions help with cognitive support and listening anxiety reduction: lowering annoyance and boosting focus. Many learners experience anxiety when listening to English without captions, fearing that they will not understand the spoken content. This anxiety often

leads to frustration and loss of motivation, especially when students have to rewind multiple times to grasp what is being said. Captions act as a safety net, allowing learners to cross-check their understanding instead of feeling lost. CS.P.1.4 highlighted this frustration, stating, *"I often get frustrated if I have to repeat a video without subtitles many times because I still can't catch everything that is being said."* This suggests that captions reduce the cognitive burden on learners by providing immediate clarification, preventing excessive repetition, and enhancing comprehension.

Another key benefit of captions is enhancing focus, as they help learners direct their attention to essential information without becoming overwhelmed. Many participants noted that captions allowed them to concentrate on meaning rather than struggling to decipher every word. CS.P.4.4 emphasized this by stating, *"If I find it difficult to understand the words in the video, the text captions help me reduce my anxiety."* This indicates that captions provide reassurance, allowing learners to engage with the content more comfortably. Additionally, CS.P.6.4 pointed out that captions help eliminate guesswork, stating, *"With captions, I can focus more because I don't have to guess all the words being spoken."* This

demonstrates how captions allow students to allocate cognitive resources to understanding rather than decoding speech. Furthermore, CS.P.7.4 emphasized the effectiveness of highlighted words in maintaining focus, stating, *"Highlighted words help me focus more on important vocabulary and keep me from getting overwhelmed."* This suggests that selective visual cues can further improve learners' ability to process and retain key information.

Video captions play a crucial role in providing cognitive support and reducing listening anxiety. They help learners feel more in control of their comprehension process, minimizing frustration and promoting confidence. The inclusion of highlighted words further enhances focus by directing attention to key terms without overwhelming the learner. Encouraging the use of captions in listening activities can create a more supportive learning environment, particularly for students with lower proficiency levels. Future research could explore the relationship between caption use and learner motivation or investigate how different types of captions impact anxiety reduction in language learning.

1.5 Increased engagement and motivation

Learners are more likely to stay engaged and motivated when they understand what they are watching. Many participants mentioned that without captions, they would quickly lose interest or become discouraged. Captions help maintain focus by ensuring that learners can follow along and stay connected to the content. participants also reported that highlighted target words made learning more interactive and visually appealing, increasing their motivation to continue watching and learning. Additionally, captions helped students feel a sense of achievement, as they were able to keep up with native speakers' speech without feeling lost. Some participants also stated that watching videos with captions helped them stay focused longer compared to videos without captions, where they would lose concentration more quickly.

Table 4. 5 Engagement and Motivation

Informant	Data reduction
EM.P.2.1.5	"I am more eager to learn if there is text because I can see directly if there are words I don't know."
EM.P.3.1.5	"When I watch videos without captions, I tend to get bored quickly because it is difficult to understand the content of the conversation."

EM.P.6.1.5	"Full captions make me more comfortable learning without frustration."
EM.P.7.1.5	"Captions increase my motivation as they bring clarity to the parts I don't understand."
EM.P.8.1.5	"If a word is highlighted in the caption, I am more focused and more eager to understand the meaning."

The role of video captions in enhancing engagement and motivation can be divided into two main aspects: maintaining focus and fostering a sense of achievement. Many participants reported that without captions, they would quickly lose interest or become discouraged due to difficulties in understanding the content. Captions help learners stay engaged by ensuring they can follow along without struggling to comprehend native speakers' speech. EM.P.3.5 highlighted this challenge, stating, *"When I watch videos without captions, I tend to get bored quickly because it is difficult to understand the content of the conversation."* This suggests that captions play a crucial role in sustaining learners' attention and preventing disengagement. Similarly, EM.P.6.5 emphasized that full captions create a more comfortable learning experience, stating, *"Full captions*

make me more comfortable learning without frustration." This indicates that captions help reduce cognitive overload, making learning more enjoyable and less stressful.

Another key aspect of engagement is fostering a sense of achievement, which motivates learners to continue their studies. Participants noted that captions helped them feel more confident in keeping up with native speech, increasing their motivation to learn. EM.P.2.5 expressed this by stating, *"I am more eager to learn if there is text because I can see directly if there are words I don't know."* This suggests that captions empower learners by providing immediate access to unfamiliar vocabulary, promoting active learning. Additionally, highlighted words were particularly effective in boosting motivation, as they made learning more interactive and visually engaging. EM.P.8.5 confirmed this by stating, *"If a word is highlighted in the caption, I am more focused and more eager to understand the meaning."* This indicates that selective visual cues help learners stay attentive and motivated. Furthermore, EM.P.7.5 reinforced the idea that captions enhance motivation by improving clarity, stating, *"Captions increase my*

motivation as they bring clarity to the parts I don't understand."

Overall it enhances engagement and motivation by maintaining learners' focus and fostering a sense of achievement. Captions ensure that students can follow along with spoken content, reducing frustration and preventing disengagement. The inclusion of highlighted target words further boosts motivation by making learning more interactive and visually appealing. Encouraging learners to use captions strategically can lead to greater persistence and enthusiasm in language learning. Future research could explore the long-term impact of captioned videos on learner motivation or investigate how different captioning styles influence sustained engagement.

1.6 Age and proficiency level

The effectiveness of video captions in language learning varies depending on learners' age and proficiency level. For beginners, captions serve as an essential bride to comprehension, helping them understand pronunciation, recognize new vocabulary, and follow speech more easily. Many participants mentioned that without captions they struggled with fast speech, accents, and unfamiliar words, making it difficult to grasp the overall meaning of a video. Several participants also highlighted that advanced

learners use captions to refine their listening skills. Some preferred to watch without captions first, then enable them to check accuracy, while others found highlighted words useful for focusing on key terms and deepening comprehension.

Table 4. 6 Age and Proficiency

Informant	Data reduction
AP.P.2.1.6	"Without captions, I feel it's harder to catch all the information in the video. Some ideas or concepts might be missed because of my limited vocabulary."
AP.P.3.1.6	"of course, it's confusing. I'm still learning English, so when I watch videos without captions, I can't fully catch the meaning"
AP.P.6.1.6	"Using videos without captions is sometimes difficult. When I watch English videos on social media, some native speakers speak too fast or with unfamiliar accents."
AP.P.9.1.6	"No- caption videos are difficult because English isn't my daily language. Sometimes what I hear is different from what speaker actually says."

The impact of video captions on language learning depends largely on two key factors: their support for

beginner learners and their role in enhancing the skills of advanced learners. For those at the beginner level, captions act as a crucial tool for understanding, aiding in pronunciation, vocabulary recognition, and following spoken language more easily. Many learners indicated that they found it challenging to comprehend fast speech, unfamiliar accents, and limited vocabulary without captions, which hindered their ability to grasp the video's overall message. One participant, AP.P.2.1.6, highlighted this issue by saying, *"Without captions, I feel it's harder to catch all information in the video. Some ideas or concepts might be missed because of my limited vocabulary."* This indicates that captions are vital for lower-proficiency learners, enabling them to process spoken English more effectively.

Another significant aspect of captions is how advanced learners use them to improve their listening skills. Some participants pointed out that captions not only aid in understanding content but also in confirming accuracy and enhancing overall comprehension. Certain learners preferred watching videos without captions initially, then turning them on to assess their understanding, while others discovered that highlighted words in captions helped them concentrate on key

vocabulary. AP.P.9.1.6 emphasized this point, noting, *"No-caption videos are difficult because English isn't my daily language. Sometimes what I hear is different from what the speaker says."* This suggests that advanced learners strategically utilize captions to improve their listening comprehension, pronunciation recognition, and vocabulary acquisition.

In summary, video captions are essential for improving listening comprehension, offering distinct advantages based on the learner's proficiency level. Beginners depend on captions to help them understand spoken language and identify new vocabulary, while advanced learners utilize them for self-evaluation and enhancing listening precision. These results are consistent with the work of Avello & Muñoz (2023) and Peters et al. (2016), who highlight that captions are especially advantageous for lower-proficiency learners, while advanced learners use them to gain a deeper insight into language subtleties. Future studies could investigate how various captioning formats (such as complete captions versus highlighted terms) affect learners at different proficiency levels and whether adaptive captioning methods can further improve language learning results.

1.7 Pragmatic learning

Beyond comprehension, video captions support pragmatic learning, allowing learners to acquire real-life communication skills, cultural expressions, and context-based language usage. Unlike structured textbook materials, captioned videos on social media expose learners to authentic speech patterns, slang, and native expressions, enhancing their ability to communicate effectively in different social contexts. Many participants mentioned that captions helped them recognize and understand slang, idioms, and informal phrases. Some learners emphasized that highlighted words helped them to focus on key phrases and understand their meaning within a sentence, making it easier to apply these expressions in their speech.

Table 4. 7 Pragmatic Learning

Informant	Data reduction
PL.P.3.1.7	"In English, written words and pronunciation can be very different. For example, when I was little, I thought 'one' was pronounced like 'WAN,' but it turns out it's 'ONE.' This makes it hard to understand."
PL.P.5.1.7	"If a video has full captions, it helps me understand the content. Even if I don't know some words, I can search for them later."

PL.P.7.1.7	"With full captions, I can recognize every word better, especially if the pronunciation is fast or the accent is unfamiliar."
PL.P.9.1.7	"Highlighted words help me focus on important vocabulary and keep me from getting overwhelmed."

In addition to aiding comprehension, video captions facilitate pragmatic learning by enabling learners to develop real-world communication skills, cultural expressions, and context-specific language use. Unlike traditional textbook materials, captioned videos on social media present learners with authentic speech patterns, slang, and colloquial expressions, improving their ability to communicate effectively in various social situations. Many participants noted that captions assisted them in recognizing and understanding slang, idioms, and informal phrases, which helped them better comprehend how native speakers naturally use language. PL.P.3.1.7 pointed out this difficulty by stating, *"In English, written words and pronunciation can be very different. For example, when I was little, I thought 'one' was pronounced like 'WAN,' but it turns out it's 'ONE.' This makes it hard to understand."* This indicates that captions help learners bridge the divide between written and spoken English, enhancing both pronunciation accuracy and overall comprehension.

One advantage of captions in pragmatic learning is their capacity to help learners concentrate on specific vocabulary and contextual meanings. Many participants mentioned that having full captions allowed them to better follow the spoken content, even when they came across unfamiliar words. PL.P.5.1.7 highlighted this by saying, *"If a video has full captions, it helps me understand the content. Even if I don't know some words, I can search for them later."* This suggests that captions promote independent learning, enabling students to discover and retain new vocabulary beyond what is explicitly covered in the classroom. Additionally, PL.P.7.1.7 remarked, *"With full captions, I can recognize every word better, especially if the pronunciation is fast or the accent is unfamiliar."* This underscores how captions function as a listening aid that minimizes confusion and enhances speech recognition.

Furthermore, highlighted words in captions assist learners in focusing on crucial vocabulary and reducing cognitive overload. Some participants noted that these highlighted terms were particularly helpful in identifying the most significant words within a sentence and understanding their contextual meanings. PL.P.9.1.7 supported this by stating, *"Highlighted words help me*

focus on important vocabulary and keep me from getting overwhelmed." This indicates that emphasizing key phrases within captions enhances learning efficiency, making it easier for students to internalize and use new expressions in their speech. Video captions are essential for developing learners' pragmatic competence by exposing them to natural speech patterns, slang, and contextual language use. Captions improve learners' abilities to recognize pronunciation variations, comprehend informal phrases, and concentrate on vital vocabulary, ultimately enhancing their real-world communication skills. These findings are consistent with Barón & Celaya (2022), who assert that captions promote both linguistic and intercultural competence by providing exposure to authentic conversations. Future research could investigate how various captioning methods—such as highlighting key phrases—affect learners' capabilities to effectively acquire and utilize pragmatic expressions.

2. **The use of video captions on social media platforms can improve EFL students' listening comprehension in the context of English language learning.**

Based on the interview results, it was found that video captions on social media platforms play a significant role in

enhancing EFL students' listening comprehension. Unlike traditional listening exercises, which are often structured and limited in variety, social media offers a more dynamic and engaging environment where students can continuously be exposed to spoken English with captions. The findings reveal that video captions improve comprehension by providing constant exposure to English, fostering independent learning, increasing engagement and motivation, enhancing real-life language understanding, and supporting personalized learning experiences.

2.1 Constant Exposure to English Through Social Media

One of the biggest advantages of using video captions on social media platforms is the constant and natural exposure to English. Unlike traditional classroom settings, social media platforms offer short, engaging, and accessible video content that learners can consume daily. Many students mentioned that they regularly watch English videos with captions on social media, such as YouTube, TikTok, and Instagram, which helps them gradually improve their listening skills. Participants also pointed out that social media videos feature real-life conversations, slang, and native speech patterns, which are often not covered in textbooks. By using captions, students can understand spoken English more easily and acquire new

vocabulary naturally. This exposure also helps learners familiarize themselves with different accents and pronunciations.

Additionally, social media algorithms recommend videos based on users' viewing history, meaning students are constantly exposed to English-language content that matches their interests and proficiency level. This reinforces their learning without feeling forced, making language acquisition a more natural process.

Table 4. 8 Constant Exposure

Informant	Data reduction
CE.P.2.2.1	"When I watch videos without subtitles, I sometimes get bored and lose interest. But if there is captioning, I can follow along even if there are difficult parts."
CE.P.3.2.1	"I often watch short videos on Instagram and TikTok with captions, and it really helps me understand everyday English."
CE.P.6.2.1	"If I see English content continuously on TikTok, I can understand new words faster without having to memorize them."
CE.P.8.2.1	"YouTube often has an auto-caption feature that I can use if there are parts that are difficult for me to understand."

According to the analysis, the role of video captions on social media platforms in promoting constant exposure to English can be divided into two main aspects: natural language acquisition and improved comprehension of real-life speech. Unlike traditional classroom settings, social media offers short, engaging, and easily accessible content that learners can consume daily. Many participants reported that regularly watching English videos with captions on platforms like YouTube, TikTok, and Instagram significantly helped them develop their listening skills. CE.P.3.2.1 highlighted this benefit, stating, *"I often watch short videos on Instagram and TikTok with captions, and it really helps me understand everyday English."* This suggests that exposure to captioned videos enables learners to absorb authentic speech patterns and informal expressions that are often not covered in textbooks. Additionally, social media videos frequently feature native speech, slang, and different accents, further helping learners become more familiar with naturally spoken English.

Another key advantage of captions on social media is improved comprehension and engagement, ensuring that learners remain interested in English-language content. Without captions, learners may struggle to understand videos, leading to frustration and loss of motivation.

CE.P.2.2.1 emphasized this issue, stating, *"When I watch videos without subtitles, I sometimes get bored and lose interest. But if there is captioning, I can follow along even if there are difficult parts."* This indicates that captions serve as a valuable tool to sustain engagement and make English videos more accessible to learners. Furthermore, social media algorithms personalize recommendations based on user's viewing history, ensuring they are constantly exposed to English content that aligns with their interests and proficiency level. CE.P.6.2.1 supported this by stating, *"If I see English content continuously on TikTok, I can understand new words faster without having to memorize them."* This suggests that learners acquire vocabulary naturally and enjoyably, without the pressure of rote memorization. Similarly, CE.P.8.2.1 highlighted the utility of automated captioning features, stating, *"YouTube often has an auto-caption feature that I can use if there are parts that are difficult for me to understand."* This indicates that technology-enhanced captions provide additional support for learners when encountering challenging speech.

Ultimately, video captions on social media platforms significantly enhance constant and natural exposure to English by making language acquisition more engaging and accessible. Captions help learners

comprehend real-life conversations, slang, and native speech patterns, while social media algorithms ensure a steady stream of English content tailored to their needs. This continuous exposure fosters a natural learning process, improving listening skills and vocabulary retention over time. Future research could explore the long-term impact of social media captioning on language proficiency or compare its effectiveness with traditional classroom learning methods.

2.2 Encouraging Independent and Self-Paced Learning

Unlike traditional classroom learning, where listening practice is structured and limited, social media allows students to learn at their own pace. Many participants mentioned that they prefer watching captioned videos independently because they can pause, rewind, and replay difficult parts as needed. This flexibility allows students to focus on improving their listening comprehension without external pressure. Additionally, some students reported that captions on social media help them learn English naturally, without feeling like they are studying, making the process more enjoyable. By engaging with captioned videos in their free time, learners develop their listening skills in a relaxed and stress-free environment.

Some participants also stated that they prefer watching English-language content outside the classroom rather than traditional listening exercises, as it allows them to explore a wider variety of materials beyond academic content. This self-directed approach encourages long-term engagement with the language.

Table 4. 9 Independent Learning

Informant	Data reduction
CE.P.4.2.2	"I like learning by myself with short videos on TikTok because I can choose the content I like, so it doesn't feel like learning."
CE.P.5.2.2	"I find it more relaxing to learn English from captioned videos on YouTube compared to listening exercises in class."
CE.P.6.2.2	"In class, I'm sometimes afraid to ask questions if I don't understand. But on social media, I can repeat the video until I understand."
CE.P.9.2.2	"With videos on social media, I can control when and how I study. In class, the material is too grid"

The role of video captions on social media in promoting independent learning can be divided into two main aspects: flexibility in learning and a stress-free

environment. Unlike traditional classroom settings, where listening exercises are structured and time-constrained, social media platforms allow students to learn at their own pace. Many participants noted that they prefer watching captioned videos independently because they can pause, rewind, and replay difficult parts as needed. CE.P.6.2.2 emphasized this advantage, stating, *"In class, I'm sometimes afraid to ask questions if I don't understand. But on social media, I can repeat the video until I understand."* This suggests that self-directed learning through captioned videos allows students to improve their listening skills without the pressure of keeping up with a structured lesson. Similarly, CE.P.9.2.2 highlighted the importance of autonomy, stating, *"With videos on social media, I can control when and how I study. In class, the material is too rigid."* This indicates that learners value the ability to tailor their learning experience to their personal preferences and needs.

Another key aspect of independent learning is the ability to learn in a relaxed and enjoyable manner. Many participants reported that engaging with captioned videos in their free time makes language learning feel less like a formal academic task and more like an enjoyable activity. CE.P.4.2.2 expressed this sentiment, stating, *"I like learning*

by myself with short videos on TikTok because I can choose the content I like, so it doesn't feel like learning." This suggests that when students have control over their learning materials, they are more likely to stay engaged and motivated. Additionally, CE.P.5.2.2 emphasized the relaxing nature of social media-based learning, stating, *"I find it more relaxing to learn English from captioned videos on YouTube compared to listening exercises in class."* This indicates that traditional classroom listening exercises may sometimes feel stressful or monotonous, whereas social media provides a more engaging and flexible alternative.

Video captions on social media platforms significantly enhance independent learning by offering flexibility and a stress-free learning environment. Unlike classroom-based listening exercises, social media allows learners to engage with content at their own pace, repeat difficult sections, and choose materials that match their interests. This autonomy fosters long-term engagement with the language and encourages a more natural approach to language acquisition. Future research could explore how independent learning through captioned social media videos impacts overall language proficiency and whether it can complement traditional listening instruction in formal education settings.

2.3 Increased Engagement and Motivation

One of the most frequently mentioned benefits of using video captions on social media is that it keeps learners engaged and motivated. Social media platforms are designed to be visually stimulating and highly interactive, making learning more exciting and enjoyable. Unlike traditional learning materials, social media videos are short, entertaining, and use real-world contexts, which capture students' attention more effectively.

Several participants reported that they are more motivated to practice listening when watching videos they enjoy, such as lifestyle vlogs, interviews, movie clips, and song lyrics videos. Captions help reinforce their comprehension, allowing them to follow along even when the speech is fast or includes unfamiliar vocabulary.

Table 4. 10 Engagement and Motivation

Informant	Data reduction
EM.P.2.2.3	"Because I watch videos with captions on social media every day, I got used to English without realizing it."
EM.P.5.2.3	"I learn more from TikTok because I can choose content that is interesting to me."
EM.P.7.2.3	"I prefer to learn from videos on YouTube because they are more interesting and less boring than

	listening to audio recordings in books."
EM.P.9.2.3	"With captions on videos that I like, I am more motivated to understand the content of the video."

From the analysis, the role of video captions on social media in enhancing engagement and motivation can be divided into two main aspects: the interactive nature of social media and the use of engaging content. Unlike traditional learning materials, social media platforms are designed to be highly visual and interactive, making learning more stimulating and enjoyable. Many participants noted that they are more motivated to practice listening when watching videos they enjoy, such as lifestyle vlogs, interviews, movie clips, and song lyrics videos. EM.P.5.2.3 highlighted this preference, stating, *"I learn more from TikTok because I can choose content that is interesting to me."* This suggests that the ability to personalize content selection plays a crucial role in sustaining learners' interest and motivation.

Another key factor contributing to engagement is the natural exposure to English through daily social media use. Unlike structured classroom learning, where listening exercises are scheduled and limited, social media allows learners to engage with English content regularly and

informally. EM.P.2.2.3 emphasized this advantage, stating, *"Because I watch videos with captions on social media every day, I got used to English without realizing it."* This indicates that consistent exposure to captioned content fosters language acquisition in an effortless and enjoyable way. Similarly, EM.P.9.2.3 highlighted the motivational impact of captions, stating, *"With captions on videos that I like, I am more motivated to understand the content of the video."* This suggests that learners are more likely to engage with English videos when captions help them comprehend the content more effectively.

Furthermore, social media videos offer a more engaging alternative to traditional listening exercises, which some learners find monotonous. EM.P.7.2.3 expressed this view, stating, *"I prefer to learn from videos on YouTube because they are more interesting and less boring than listening to audio recordings in books."* This implies that video captions enhance the learning experience by making listening practice more dynamic and enjoyable compared to textbook-based exercises.

In conclusion, it significantly enhances learner engagement and motivation by making listening practice more interactive, enjoyable, and personalized. The ability to choose interesting content, coupled with the frequent and

effortless exposure to English, encourages learners to stay motivated in their language-learning journey. Future research could examine how different types of captioned videos impact learner engagement and whether incorporating social media-based materials into formal language instruction could further improve listening comprehension skills.

B. Discussions

In this part, the researcher presents the answers to the research question. This seeks to address the formulation of the problem: 1) To identify and analyze the factors that contribute to the effectiveness of video captions in improving language proficiency among EFL students. 2) To investigate how the use of video captions on social media platforms can improve EFL students' listening comprehension in the context of English language learning. The findings reveal that video captioning plays a significant role in enhancing language learning by reinforcing vocabulary acquisition, aiding speech segmentation, improving comprehension accuracy, providing cognitive support, increasing engagement and motivation, accommodating different proficiency levels, and fostering pragmatic learning.

Additionally, social media-based caption videos provide continuous exposure to English, promote independent learning,

and boost learner engagement, making them an effective tool for EFL listening comprehension. This part connects the researcher's findings from the previous part to the research questions. More explanations are provided below:

1. **The factors that contribute to the effectiveness of video captions in improving language proficiency among EFL students.**

    To obtain the results of the first formulation problem's results, the researcher employed observation and interview. The researcher presented the interview data results in the previous section. The following is a discussion of the initial formulation problem outcomes.

    1.1 Vocabulary recognition and retention

    Vocabulary recognition is a critical component of language acquisition, particularly in the context of learning a foreign language. The use of captioning in multimedia resources has been extensively studied to understand their impact on vocabulary learning. Research indicates that both full captioning and keyword captioning can greatly improve vocabulary acquisition. Full captioning, especially when keywords are highlighted, along with keyword-only captioning, has been shown to enhance the recognition of forms and the

recall of meanings, surpassing scenarios where no captions are used (Perez et al, 2014).

Previous research by Yufen Hsieh also found the highlighted target words in captions have been shown to direct attention to word forms and meanings, thereby facilitating vocabulary learning. This dual modality presentation (audio and text) is more effective than single modality presentations, reinforcing word recognition and leading to a more extensive and durable vocabulary bank (Hsieh, 2020a). Learners' existing vocabulary size significantly influences their ability to acquire new vocabulary through captioned videos. Those with larger vocabulary sizes tend to have better learning gains and are more effective in utilizing captions for vocabulary acquisition. While captioning aids vocabulary learning, its impact on overall video comprehension is less clear. Some studies indicate that captioning does not significantly affect comprehension, suggesting a need for further research to optimize captioning strategies for both vocabulary learning and comprehension. As learning environments become increasingly technologically driven, there is a need to explore how multimodal interventions, such as captioning, can be effectively integrated into language learning curricula.

Future research should consider factors like prior knowledge and frequency of use to enhance the effectiveness of these interventions.

The findings indicate that video captions enhance vocabulary acquisition by providing multimodal input—learners see words in written form while listening to their pronunciation, reinforcing their meaning and spelling. Many participants noted that highlighted words in captions were particularly useful in drawing attention to key terms, making it easier to recognize and remember new vocabulary. This aligns with cognitive learning theories, which suggest that dual-modality exposure (text and audio) enhances memory retention. Furthermore, learners actively engaged with captions by pausing videos, noting down new words, and searching for meanings, supporting deeper vocabulary retention.

In conclusion, captioning, particularly when combined with highlighted keywords, is a powerful tool for enhancing vocabulary recognition and learning in EFL contexts. The effectiveness of these techniques is influenced by learners' prior knowledge and the frequency of word occurrence, highlighting the need for tailored approaches in language education.

1.2 Speech segmentation

Captioning in language learning, particularly for English as a Foreign Language (EFL) learners, is a valuable tool for improving listening comprehension and speech segmentation. This is crucial for understanding spoken language and enhancing pronunciation skills. Previous research also states that captioned videos assist learners in breaking down speech more efficiently, a critical factor for comprehending and processing spoken language. Research indicates that students who frequently engage with captioned videos demonstrate superior listening skills and better speech segmentation abilities compared to those who do not utilize captions (Gowhary et al, 2015).

A major challenge for EFL learners is distinguishing words in continuous speech, especially when native speakers talk quickly or use unfamiliar accents. Captions help learners break down spoken language into understandable chunks, facilitating word recognition and pronunciation clarity. Participants reported that captions made it easier to identify individual words, improving their ability to follow spoken English without misinterpreting phrases. Additionally, some learners used captions as a tool for

pronunciation practice, reinforcing correct word stress and intonation.

Participants reported that they often misinterpret words or struggle with accents. Captions provide a visual aid that helps them connect the spoken and written forms of words, improving their ability to recognize spoken language. Highlighted captions, in particular, help learners focus on key phrases and improve their pronunciation by reinforcing word stress and intonation. This finding supports the idea that captions serve as an essential aid in speech processing, particularly for learners who are still developing their listening discrimination skills. By visually reinforcing spoken language, captions allow learners to become more familiar with the rhythm, stress patterns, and natural flow of English speech.

1.3 Comprehension accuracy

Listening comprehension involves grasping the main idea, identifying supporting details, and recognizing implied meanings. The findings indicate that video captions significantly improve comprehension accuracy, as they allow learners to follow conversations more easily and confirm what they hear with written text. Captions with highlighted target words can enhance

listening comprehension by providing additional context and support, allowing learners to better understand unfamiliar vocabulary and complex sentence structures. This scaffolding helps learners transition from relying on captions to developing independent listening proficiency. Highlighted target words in captions improve listening comprehension by directing attention to important vocabulary, which aids in understanding the overall message (Kafle et al., 2019; Wu et al., 2022). This method is particularly effective when combined with bilingual captions or glosses, which further support comprehension (Wu et al., 2022).

Many participants expressed frustration with misunderstanding spoken English when captions were not available. They often had to rewatch videos multiple times to grasp the meaning. However, when captions were present, learners were able to track speech more effectively and reduce errors in interpretation. Captions also acted as a verification tool, enabling learners to compare their understanding of spoken words with their written representation, which boosted their confidence in comprehension.

The effectiveness of captions in improving comprehension accuracy aligns with previous research

suggesting that textual reinforcement helps learners process spoken language more effectively. By seeing and hearing language simultaneously, learners strengthen their ability to recognize words, understand sentence structures, and interpret meaning accurately.

1.4 Cognitive support and reduced listening anxiety

Captions in educational videos provide cognitive support by reducing the cognitive load associated with processing spoken language, allowing learners to focus more on understanding and retaining information. This is particularly beneficial in content-heavy or fast-paced materials. Captions help in managing cognitive load by providing visual support, which is especially useful for students who require additional assistance or are studying in a foreign language. This allows learners to allocate more cognitive resources to grasping overall meaning and contextual clues (Chen et al., 2022b; Kruger & Doherty, 2016).

Garza states the presence of captions has been shown to improve comprehension of linguistic content in foreign language learning, bridging the gap between reading and listening skills. Captions facilitate vocabulary acquisition and pronunciation, aiding in the

integration of new linguistic knowledge with existing background knowledge (Garza, 1991). One of the psychological barriers to language learning is listening anxiety, which arises when learners feel overwhelmed by fast speech, unfamiliar vocabulary, and difficulty in following spoken content. The study found that video captions help reduce this anxiety by providing cognitive support, allowing learners to cross-check their understanding rather than feeling lost.

Many participants reported that watching videos without captions led to frustration and demotivation, especially when they had to rewind multiple times to understand certain words or phrases. However, when captions were available, learners felt more at ease and more in control of their comprehension process. Additionally, highlighted words helped learners focus on key points, reducing cognitive overload and making it easier to follow spoken content.

These findings align with cognitive load theory, which suggests that providing multiple sources of input (visual and auditory) reduces mental effort and enhances learning efficiency. Captions act as a safety net, ensuring that learners do not miss crucial information while

listening, which in turn boosts their confidence and motivation to engage with English content.

1.5 Increased engagement and motivation

Captioning in educational videos can significantly enhance learner engagement and motivation by making content more accessible and less intimidating. This, in turn, can improve learning outcomes by providing learners with a sense of control over their learning process, reducing anxiety, and increasing confidence in their listening abilities.

Previous research found captions can boost motivation and confidence, particularly for learners with higher proficiency levels. They help learners focus their attention effectively, which enhances motivation and self-efficacy in language learning contexts. For intermediate and advanced learners, captions facilitate more efficient language processing, which can lead to increased motivation and engagement with the learning material. Learners generally express positive attitudes towards captioned learning, with captions helping to reduce anxiety and increase confidence, especially in less proficient learners (Chen et al., 2022b).

Learner engagement and motivation play a crucial role in language acquisition success. The findings

reveal that video captions help maintain learners' focus and interest in English-language content, making learning more enjoyable and less frustrating. Participants mentioned that without captions, they often lost interest in videos because they struggled to understand what was being said. Captions allowed them to stay engaged by ensuring that they could follow along, even if some words or phrases were unfamiliar.

Furthermore, highlighted words made learning more visually stimulating and interactive, increasing learners' motivation to continue watching and learning. The motivational impact of captions is particularly important for self-directed learning, as it encourages students to engage with authentic English content outside the classroom. When learners feel successful in understanding spoken language, they are more likely to continue practicing their listening skills, ultimately leading to greater language proficiency.

1.6 Age and proficiency level

Captioning is a valuable tool in language learning, particularly for younger and less proficient learners. It aids in vocabulary acquisition, comprehension, and the development of listening and reading skills. As learners advance, the necessity of

captions decreases, suggesting a tailored approach based on proficiency and learning objectives (Pattemore & Muñoz, 2020). The effectiveness of captions varies depending on learners' age and proficiency level. The study found that beginners rely heavily on captions as a bridge to comprehension, whereas advanced learners use captions to refine their listening accuracy.

For lower-proficiency learners, captions provide essential support by helping them recognize vocabulary, distinguish words in speech, and understand pronunciation. Many participants noted that without captions, they struggled to keep up with spoken English, making it difficult to process full conversations. In contrast, higher-proficiency learners used captions more strategically. Some preferred to watch videos without captions first and then enable them to verify their understanding, while others found highlighted words particularly useful for deepening comprehension (Lai et al, 2021).

These findings support previous research suggesting that captioning is particularly beneficial for beginners, while advanced learners use captions more selectively to refine their understanding of nuanced language features.

1.7 Pragmatic learning

Beyond comprehension, captions contribute to pragmatic learning, exposing learners to real-life communication skills, cultural expressions, and informal language usage. Unlike classroom textbooks, which often present structured and formal English, video captions allow learners to see and hear authentic speech patterns, slang, and idiomatic expressions.

Some studies suggest that Video Captioning supports second language (L2) pragmatic learning by enhancing learners' ability to use appropriate language strategies, improve vocabulary acquisition, and boost listening comprehension, with the effectiveness influenced by factors such as caption type, individual learner differences, and instructional strategies. Video Captioning is a valuable tool for learning second language (L2) pragmatics, as it helps learners use appropriate language strategies in real-life situations. This is achieved through exposure to authentic dialogues, cultural expressions, and content-based language usage, which enhances learners' ability to communicate effectively in diverse situations (Cárdenas & Rocio Ramirez Orellana, 2024).

Many participants noted that captions helped them understand and remember commonly used slang, informal phrases, and native speech patterns. Some learners found that highlighted words helped them focus on key expressions, making it easier to incorporate them into their conversations.

These findings align with research on pragmatic competence, which emphasizes that exposure to authentic dialogue improves learners' ability to use language appropriately in different social situations. Captions serve as a valuable tool for developing both linguistic and intercultural competence.

2. **The use of video captions on social media platforms can improve EFL students' listening comprehension in the context of English language learning.**

Social media has become an integral part of modern learning, offering accessible, engaging, and interactive content for language learners. Unlike traditional classroom materials, social media videos provide authentic, real-world language exposure, making them a valuable tool for EFL listening comprehension development. The study findings suggest that video captions on social media platforms significantly enhance learners' ability to process spoken

English, retain information, and engage with content more effectively.

The effectiveness of social media-based captioned videos can be attributed to three main aspects: constant exposure to English, encouragement of independent and self-paced learning, and increased engagement and motivation. These factors contribute to enhanced listening comprehension skills, allowing learners to develop their ability to understand spoken English more naturally and confidently.

2.1 Constant exposure to English through social media

One of the most significant advantages of using video captions on social media is that learners receive constant and natural exposure to English, which enhances their listening comprehension skills over time. Unlike classroom learning, where listening practice is structured and limited, social media provides a continuous stream of English content that learners can engage with daily. The ability to interact with captioned videos regularly allows students to internalize pronunciation, vocabulary, and sentence structures effortlessly.

According to Nasser Al Harbi (2020) constant exposure to English through social media, particularly via video captions, offers learners a continuous and

natural way to enhance their listening comprehension skills. Unlike structured classroom settings, social media provides a dynamic and engaging environment for language acquisition. Social media platforms like YouTube and TikTok have been shown to significantly improve listening comprehension skills among EFL learners. These platforms offer diverse and engaging content that helps learners internalize pronunciation, vocabulary, and sentence structures more effectively than traditional methods. The interactive and content-rich nature of social media makes learning more enjoyable and motivating for students. This increased engagement can lead to better listening skills as learners are more inclined to practice regularly (Ismail, 2020).

Many participants reported that watching captioned videos on platforms like YouTube, TikTok, and Instagram helped them become accustomed to English without conscious effort. They stated that because they were exposed to native speech, real-life conversations, and informal expressions frequently, their listening skills improved naturally. The study also found that captions helped learners process fast speech and unfamiliar accents, which are common in social media videos (Ismail, 2020). Additionally, social media

algorithms personalize content recommendations based on users' viewing habits, ensuring that learners are continuously exposed to English content suited to their interests and proficiency level. This kind of targeted exposure reinforces learning and allows students to acquire new vocabulary and listening skills organically.

These findings align with Krashen's Input Hypothesis (1985), which suggests that language acquisition improves when learners are exposed to comprehensible input that is slightly above their current proficiency level. Social media captions provide such comprehensible input, helping learners gradually improve their listening comprehension without feeling overwhelmed.

2.2 Encouraging Independent and Self-Paced Learning

Another key advantage of video captions on social media is that they promote independent and self-paced learning, giving learners greater control over their listening practice. Unlike traditional classroom settings, where listening exercises are time-constrained and teacher-directed, social media allows students to pause, rewind, and replay videos at their convenience. This flexibility enables them to focus on specific listening challenges without external pressure. Captions improve

comprehension, attention, and memory retention for viewers across various age groups and language proficiencies, including non-native speakers and those with hearing impairments. Captions support the development of listening skills by allowing learners to focus on specific challenges without external pressure. They provide a visual aid that helps parse and understand oral discourse, especially for second language learners (Kam et al, 2020; Montero Perez et al, 2013b).

In addition to the improvements observed in class, students also shared their personal learning habits and preferences when engaging with captioned videos outside the classroom. Many participants in the study expressed that they preferred using captioned videos outside of class because it allowed them to learn at their own pace. Some reported that they often paused videos to analyze unfamiliar words or rewatched difficult segments to improve their comprehension. Others noted that they felt less anxious when practicing listening independently, as they could take their time to process the language without worrying about making mistakes in front of others (Yeldham, 2018).

Additionally, the study found that learners use captions as a learning tool rather than a crutch. Some

students preferred to watch videos without captions first and then enable captions to check their understanding, a strategy that helps build stronger listening comprehension skills. Teng (2022) mentioned that highlighted words within captions helped them focus on essential vocabulary, making learning more structured and intentional. This self-directed approach to learning fosters long-term engagement with the language, as learners are more likely to explore diverse English-language materials beyond academic content. Social media captions serve as an accessible and effective supplement to traditional learning, allowing students to develop listening skills in an enjoyable, pressure-free environment.

These findings support autonomous learning theory by Williamson Hawkins (2018), which emphasizes that self-directed learners take responsibility for their learning and engage more deeply with the material. By using captioned videos on demand, learners strengthen their listening comprehension skills in a way that aligns with their learning styles and preferences.

2.3 Increased engagement and motivation

Learner engagement and motivation are essential components of effective language learning, and

the findings suggest that video captions on social media significantly boost both factors. Unlike traditional learning materials, which can sometimes be monotonous and disconnected from real-life experiences, social media platforms are visually engaging, interactive, and highly stimulating. Captions make content more accessible, ensuring that learners can follow along without becoming frustrated or disengaged.

Participants mentioned that they are more motivated to practice listening when watching videos they enjoy, such as lifestyle vlogs, interviews, movie clips, and song lyrics videos. Captions reinforce comprehension, allowing learners to keep up with fast speech and unfamiliar vocabulary without losing interest. As a result, they remain actively engaged with English content, making learning more enjoyable and effective. Additionally, captions provide learners with a sense of achievement, as they enable students to understand spoken English more easily. Several participants reported that they felt more confident when they could follow along with native speakers' speech without struggling. Others noted that highlighted words in captions helped them focus on important terms, making learning more interactive and visually appealing.

Furthermore, social media's interactive features, such as comments, subtitles, and suggested videos, create a dynamic learning environment, keeping students engaged. Unlike static classroom exercises, social media videos encourage interaction, allowing learners to engage with content creators, ask questions, and discuss language topics with other viewers. This active participation further reinforces listening comprehension and improves language retention. These findings align with motivational learning theories, which emphasize that learners are more likely to stay engaged when they find content meaningful and enjoyable. By incorporating video captions into social media learning, EFL students can sustain their interest in English, practice listening skills consistently, and develop greater confidence in their language abilities.

CHAPTER V
CONCLUSION AND SUGGESTION

This represents the last chapter of this project. After discussing the research findings that center on, the research presents some conclusions and recommendations from this study related to

A. Conclusion

1. The factors that contribute to the effectiveness of video captions in improving language proficiency among EFL students

This study aimed to examine the factors that influence the effectiveness of video captions in enhancing language skills among EFL students and to explore how captions on social media platforms improve their listening comprehension. The results reveal that video captions are a vital resource for developing listening abilities, vocabulary learning, speech segmentation, comprehension accuracy, and overall engagement in language acquisition. Captions offer visual assistance that enables learners to identify pronunciation, grasp spoken words within context, and more effectively retain new vocabulary. Additionally, they help break down continuous speech into meaningful segments, facilitating students' ability to follow conversations and

recognize individual words. Captions also serve as a verification tool, allowing learners to confirm their understanding, which results in improved comprehension accuracy and greater confidence in their listening skills.

Beyond comprehension, video captions play a crucial role in reducing listening anxiety and cognitive overload. Many learners struggle with fast speech, unfamiliar accents, and complex sentence structures, which can lead to frustration and disengagement. The availability of captions provides a safety net, allowing students to process spoken content at their own pace without feeling overwhelmed. Additionally, captions contribute to increased engagement and motivation by making content more interactive and visually stimulating. When learners can follow along without struggling, they are more likely to stay engaged with the material and maintain their enthusiasm for learning English. The effectiveness of captions is also influenced by learners' proficiency levels. While beginners rely heavily on captions for understanding, advanced learners use them as a tool for refining their listening skills and verifying accuracy. Captions also support pragmatic learning by exposing students to real-life communication, cultural expressions, and informal language use, helping them develop practical language skills that go beyond textbook learning.

2. The use of video captions on social media platforms can improve EFL students' listening comprehension in the context of English language learning

The study also highlights the role of social media in enhancing the benefits of video captions. Unlike structured classroom learning, social media platforms provide continuous exposure to English through engaging and easily accessible video content. Learners who regularly watch captioned videos on platforms like YouTube, TikTok, and Instagram develop their listening skills naturally, as they are exposed to real-life conversations, slang, and native speech patterns. Social media also encourages independent and self-paced learning, allowing students to pause, rewind, and replay videos as needed. This flexibility removes the pressure of traditional classroom listening exercises and enables learners to engage with content at their comfort level. Moreover, video captions on social media increase motivation by allowing students to explore content that interests them. When learners enjoy the videos they watch, such as lifestyle vlogs, interviews, and song lyrics videos, they are more likely to practice listening skills consistently and retain information more effectively.

The findings of this study have several implications for EFL teaching and learning. Educators should consider incorporating captioned videos into language instruction to enhance vocabulary acquisition, listening comprehension, and student engagement. Providing students with access to high-quality captioned content and encouraging them to use social media for language learning can create a more immersive and enjoyable learning experience. Teachers can also adapt captioning strategies to different proficiency levels by using full captions for beginners, highlighted words for intermediate learners, and minimal captions for advanced students who want to refine their listening accuracy. Additionally, since captions help reduce listening anxiety, they can be used as a stepping stone before transitioning students to audio-only listening exercises, gradually building their confidence in understanding spoken English.

Although this study provides valuable insights into the role of video captions in EFL learning, it has certain limitations. The research was conducted with a specific group of learners, and the findings may not fully represent the experiences of all English learners. Additionally, the study focused on social media-based captioning, whereas other formats, such as educational videos, documentaries, and movies, may also have significant impacts on language learning.

In conclusion, video captions are crucial for enhancing listening comprehension and overall language proficiency among EFL students. By improving vocabulary retention, speech segmentation, comprehension accuracy, and learner engagement, captions provide vital support for students across all proficiency levels. Captioned videos on social media platforms further aid in developing listening skills by offering consistent exposure to English, promoting self-directed learning, and boosting motivation. Given these advantages, educators should incorporate captioned videos into their language teaching and encourage students to leverage social media as a valuable language-learning tool. With continued research, captioning strategies can be refined to maximize their effectiveness in EFL education, ultimately leading to better listening comprehension and increased fluency in English.

B. Suggestion

After conducting this research, several suggestions can be considered based on the findings to further enhance the effectiveness of video captions in EFL learning. These suggestions are directed toward educators, students, and future researchers who wish to explore the role of video captions in language acquisition.

Firstly, educators should integrate captioned videos into language instruction as a tool to support listening comprehension, vocabulary acquisition, and overall engagement in learning.

Teachers can select high-quality captioned content that aligns with students' proficiency levels and language learning goals. They can also design activities that encourage active engagement with captions, such as summarizing videos, noting down new vocabulary, and practicing pronunciation using captioned dialogues. Additionally, educators should consider using different types of captions—such as full captions for beginners, keyword highlights for intermediate learners, and selective captions for advanced students—to cater to various learning needs.

Second, students should take advantage of captioned videos beyond the classroom by incorporating them into their independent language learning routines. Learners can use social media platforms such as YouTube, TikTok, and Instagram to expose themselves to authentic English speech, allowing them to familiarize themselves with real-life conversations, slang, and native accents. To maximize their learning experience, students can develop self-directed strategies, such as watching videos with and without captions to test comprehension, taking notes on new expressions, and practicing pronunciation by repeating spoken words alongside captions.

Third, future researchers should explore additional aspects of video captioning in language learning. Future research could investigate the effectiveness of various captioning formats, such as full captions compared to keyword highlighting, to determine

which is most beneficial for different learning styles. Studies might also look into the long-term impacts of using captioned videos and whether regular exposure results in lasting improvements in listening and speaking skills. Furthermore, comparing the effectiveness of captioning on social media platforms with traditional classroom listening activities could provide additional insights into how digital resources can support formal language education. Additionally, examining how captions help various learner groups, including younger students or those with learning difficulties, could be a significant area for future exploration.

This study primarily focuses on social media-based captioned videos; however, future research could examine the impact of different captioning styles, such as bilingual captions, auto-generated captions, or interactive captions, on language proficiency. Additionally, longitudinal studies could assess the long-term effects of captioned video exposure on listening skills, speaking fluency, and overall language retention. Another valuable research avenue would be to investigate how different learner demographics, such as younger students or individuals with learning difficulties, benefit from video captions.

In conclusion, the integration of video captions into language learning has significant potential to improve EFL students' listening comprehension and overall proficiency. By incorporating captioned videos into teaching strategies,

encouraging independent learning, and conducting further research on the topic, educators and learners can maximize the benefits of this tool and enhance the effectiveness of language acquisition

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APPENDICES

Appendix 1. Thesis supervisor appointment letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Sekretaris: Jl. Prof. Dr. Hamka Kampus II Ngaliyan Semarang Telp. 7601295 Fax. 7615387 Semarang 50185

Semarang, 20 Mei 2024

Nomor   : 1696/Un.10.3/J2/DA.04.09/05/2024
Lamp   : -
Perihal : Penunjukan Pembimbing Skripsi

Kepada Yth.

Agus Mutohar MA.,PhD

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama   : Aura Chodiijah
NIM   : 2103046171
Judul : Enhancing EFL Student's Listening Comprehenssion Through Video
         Captioning

Dan menunjuk saudari Agus Mutohar MA.,PhD. sebagai pembimbing.

Demikian penunjukan pembimbing skripsi ini, dan atas kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan
Ketua Jurusan Pendidikan Bahasa Inggris

Dra. Nuna Mustikawati Dewi, M.Pd.
196506141992032001

Tembusan:
1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Jurusan Pendidikan Bahasa Inggris

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Appendix 2. Interview Transcript

1. How do you feel about understanding the video content without any captions?

c.p.1	Uh dari saya sendiri saya pernah menonton video kartun dan itu emang enggak ada text caption nya. Jadi saya tinggal nonton aja. Saya emang di situ mencoba kayak ingin memahami isi film itu. Jadi ya sudah berjalan dari awal sampai akhir itu saya mencoba memahami. Ini tuh film tentang apa sih? Dan menurut saya kata kata dalam film itu tuh mudah untuk dipahami.
c.p.2	Tanpa adanya caption saya merasa lebih sulit untuk menangkap semua informasi dalam video itu. Mungkin beberapa konsep atau ide mungkin bisa terlewatkan. Karena ya keterbatasan vocabulari yang saya miliki.
c.p.3	Hmm pastinya bingung. Apalagi saya masih 'pelajar' bahasa Inggris jadi saat kita nonton film atau video yang no caption kurang bisa menangkap makna.
c.p.4	cukup kesulitan ya untuk saya apalagi
c.p.5	kalau misalkan untuk latihan listening bagus sih, kalau misalkan untuk pembelajaran bahasa inggris sendiri saya lebih suka yang video ada caption-nya karena terutama itu bisa membantu
c.p.6	oke kalau untuk video no caption-nya karena kebetulan saya juga seneng banget itu belajar listening itu lewat sosial media jadi video video inggris itu memang memang sengaja dipenuhin biar beranda itu isinya video video bahasa inggris dari yang punya caption maupun yang tanpa caption. perbedaannya kalau penggunaan video yang no caption itu kadang memang agak sulit misalnya ya kan kita main sosmed kan untuk refreshing

	dan kadang para native speaker itu ngomongnya cepat lagi aksennya dan lain sebagainya itu jadi kayak saya harus benar benar fokus
c.p.7	memahami isi video tanpa caption-nya itu tuh menurut saya tuh lebih menantang sih karena harus mengandalkan kemampuan mendengar sepenuhnya gitu kan terus aku juga tuh sering kesulitan nangkap kata kata apa sebenarnya yang di ucapin sama yang membuat video gitu terus kecepatan native speaker saat bicara juga aksen mereka tuh tuh enggak familier di telinga saya terus juga tapi itu bisa jadi latihan yang baik sih buat saya meningkatkan keterampilan listening saya
c.p.8	Menurut saya karna say aini sehari-harinya ngomong Bahasa Indonesia menurut saya ada beberapa video yang menurut saya masih harus ada captionnya, karena mungkin banyak istilah istilah baru.
c.p.9	yang no caption ini jujur menurut saya agak sulit karena sesuai dengan kemampuan saya juga kan bahasa inggris ini bukan bahasa sehari-hari. ketika saya menonton video dengan yang bahasa asing dan tidak ada caption,yang kita dengar itu kadang sesuai dan kadang tidak sesuai dengan apa yang di ucapkan speaker
c.p.10	pengalaman saya dalam memahami isi video dalam tanpa ya tanpa tanpa adanya caption itu sedikit sulit karena kita enggak tahu kita hanya mengandalkan pendengaran tanpa teks tanpa melihat teks kita harus menebak-nebak apa yang diucapkan oleh speaker

2. What challenges did you face when watching the video without captions?

c.p.1	Tantangannya sih, saya mencoba mengingat Percakapan yang ada di video. Saya kurang nangkap gitu dia ngomongnya apa jadi saya ulangi lagi.
c.p.2	Tantangan utama yang saya hadapi adalah kesulitan dalam memahami aksen atau pengucapan yang terlalu cepat. Biasanya kan dalam film atau video itu kan native speaker itu kecepatan, pronounsiasi, dan aksen yang berbeda. Jadi mungkin kesulitannya di situ.
c.p.3	Pelafalan pengucapannya, jadi kayak mungkin ada yang aksen Amerika aksen lain gitu dalam satu film video. Mungkin jadi apa pelafalannya beda tapi maknanya sama kayak bingung gitu loh.
c.p.4	Oke tentunya itu ada ya kesulitan kesulitan dalam memahami isi baik itu video maupun film kemudian kayak pronounsiasi yang mirip mirip dan aksen yang beda beda
c.p.5	kalau misalkan videonya English tanpa adanya caption itu boleh juga tapi kalau untuk misalkan untuk film film terbaru gitu ya yang ada kosa kata baru atau slang word baru itu kayak kurang, tapi kalau untuk video video english yang udah lama is not a big deal gitu lo kayak enggak ngaruh ngaruh banget gitu.
c.p.6	Untuk tantangan tersendiri ya video no caption itu memang agak sulit karena para native speaker itu kan kalua ngomong cepat juga aksennya yang kadang sulit untuk dimengerti. Jadi memang harus benar-benar focus.
c.p.7	tantangan ya kayaknya tantangan yang umum tuh ya biasanya itu kesulitan nangkap kata-kata yang diucapkan

	native speaker, karena mereka terlalu cepat gitu kalau ngomong, dan juga aksen mereka yang membuat pendengar sulit menangkap apa yang native speaker katakana.
c.p.8	Tantangannya itu kesulitan memahami kata dan juga memahami maknanya, karena pasti ada kata-kata yang diucapkan speaker jadi mendengarkan sekali saja itu kurang cukup. Jadi menurut saya tantangannya itu di bagian pronounsiasi speaker-nya seperti itu, mungkin aksennya kurang bisa ditangkap apalagi kata-kata baru dan frasa baru.
c.p.9	Tantangan saya Ketika menonton video no caption yaitu memastikan benar atau tidaknya pendengaran saya terhadap apa yang speaker ucapkan. Karena adanya aksen juga, dan tidak semua aksen dapat saya pahami.
c.p.10	Menurut saya yang pertama itu mungkin dari pelafalannya yang kadang kurang jelas, mungkin juga ada kata yang kurang saya fahami, juga aksen para native speaker

3. **How effective was your ability to identify specific words or meanings without captions?**

c.p.1	Harusnya cukup efektif kalau saya menontonnya enggak cuma satu kali, jadi harus beberapa kali.
c.p.2	Kurang efektif karena mungkin vocabulary saya kan juga kurang gitu
c.p.3	Kurang kurang efektif karena. Di bahasa Inggris itu kan kata-kata dan tulisan bisa berbeda jauh dari pelafalannya,

	misal kayak 'one' gitu. Dulu pas saya kecil 'one' itu ya WAN, tapi ternyata kan ONE. Penulisan sama pronounsiasi itu beda Jauh gitu ya. Jadinya sulit untuk memahami.
c.p.4	Kurang efektif ya karena kalau misalkan saya kesulitan dalam memahami atau salah mendengarkan saya harus bertanya pada teman saya ini menurutmu Seperti apa ini kata katanya itu kata kata apa kalau misalkan saya salah, saya akan mengulangi video itu dan sampai saya mendengar apa yang diucapkan.
c.p.5	Cukup efektif yang penting harus menajamkan pendengaran.
c.p.6	Kalau itu Kembali lagi ke videonya, kejelasan isi videonya. kalau kontennya sudah familiar itu biasanya lumayan mudah walau tanpa caption. Jadi efektivitasnya juga bergantung dari isi videonya.
c.p.7	Dari segi efektifitas menurutsama rendah ya, terutama saat belajar kata atau frasa baru yang tidak familiar gitu bagi saya. Tapi untuk beberapa orang mungkin merasa efektif.
c.p.8	tidak efektif menurut saya kalau ingin memperdalam arti memperdalam konteks kita ingin belajar kata baru menurut saya video tanpa caption itu kurang pas untuk dijadikan sebagai video pembelajaran.
c.p.9	Kalua untuk ke-efektifan menurut saya bisa dibilang kurang efektif ya. Karena saya kurang dapat memahami secara penuh isi video.
c.p.10	Menurut saya kurang efektif, karena kadang ada distraksi tertentu seperti seuara speaker yang kalah dari suara beckground. Ataupun sering susah memahami isi konten

	dikarenakan saya tidak dapat menangkap apa yang diucapkan karena aksen dan pelafalan yang berbeda.

4. **How do full captions support your comprehension of video content?**

c.p.1	Sangat membantu saya daripada yang opsi pertama tadi yang tanpa teks. Kalau tapi kalau. Dari video teks yang full text itu saya akan terpaku pada teksnya bukan pada videonya gambarnya atau apa gitu.
c.p.2	Caption penuh membantu saya memahami konten video dengan lebih baik karena saya dapat melihat semua dialog dan informasi yang tertulis di dalam video tersebut.
c.p.3	Bagi saya lumayan berpengaruh kepada kemampuan untuk mengetes kemampuan listening karena kita bisa tahu kayak oh yang kita dengar salah atau benar dengan melihat full captionnya.
c.p.4	Sangat membantu bagi saya. sebuah video ataupun film dengan caption itu menurut saya dapat membantu saya lebih bisa memahami isi dari video atau film tersebut. Meskipun mungkin beberapa kata tidak tahu apa itu artinya, saya akan mencoba mengulik kembali.
c.p.5	Dalam listening komprehensif kalau misalkan kita mau nonton video untuk yang pertama ada captionnya untuk membantu pemahaman, lalu untuk yang kedua kita putar ulang tapi tanpa text caption
c.p.6	Kalua ini ya membantu sekali terutama saat saya sedang mencari sesuatu kemudian dari video tertera penjelasannya dan beberapa kata disitu tidak saya kenali,

	dengan begitu kalua tersedia caption itu sangat membantu.
c.p.7	Menurut saya teks caption penuh itu dapat memberi saya kesempatan untuklebih memahami setia kata yang diucapkan, terus kalau ada pengucapan yang terlalu cepat atau aksen yang asing saya bisa tahu apa yang diucapkan speaker dengan jelas dengan bantuan full caption. jadi ini sangat membantu saya untuk memahami isi video.
c.p.8	Menurut saya sangat efektif ya untuk memahami video dengan full caption apalagi saya ketika saya ingin sampai mempelajari sesuatu hal yang baru yang belum saya pernah dengar jadi kalau misal untuk latihan listening comprehension sendiri
c.p.9	Untuk yang jenis full caption ini menurut saya sangat memengaruhi pemahaman listening saya. Saya bisa tahu dan paham jelas apa yang speaker katakan. Selain itu jika ada kata yang menurut saya asing, yang saya tidak tahu menjadi tahu
c.p.10	untuk bisa memahami isi dari video tersebut karena ya ada caption-nya dan mungkin jika ada beberapa kosakata yang saya belum familiar itu bisa sangat membantu.

5. **Did full captions make it easier to follow the video content?**

c.p.1	Iya lebih mudah. Karena kan dari captionnya sama orang yang ngomong kan pasti sama. Jadi saya lebih kayak muda. Oh iya ini artinya ini gini.
c.p.2	iya, Itu bisa Membuat kita lebih memahami isi videonya gitu. Jadi lebih tahu apa yang disampaikan di videonya

	tanpa ada kata yang meleset mungkin atau kata baru, tapi kita bisa baca dengan captionnya gitu.
c.p.3	Ya tentu, karena kalau kita kayak cuma dengar setengah setengahnya tanpa tahu kayak alur atau poin penting dari videonya, kita cuma tahu kosa kata yang kita tahu dengar doang gitu kayak. Kita enggak bisa tahu 100% apa maksud atau poin dari video tersebut.
c.p.4	Iya sangat membantu sekali karena. kita juga belajar tentang bagaimana pengucapan kata tersebut dari native speaker ataupun diaksen aksen yang lain.
c.p.5	Iya, dengan adanya text caption dapat membantu saya lebih mudah memahami content video
c.p.6	Terbantu sekali kalua misalnya ada caption. Soalnya semisal sedang kurang focus untuk mendengar saya masih tetap bisa mengikuti.
c.p.7	Ya, untuk teks caption penuh… ya sangat membantu ya karena memberikan panduan langsung sih terhadap apa yang diucapkan dalam video.
c.p.8	dengan adanya full caption ini dapat membantu apabila ada full caption di dalam video jika ingin mempelajari sebuah kosakata yang baru, karena itu kan melatih pemahaman kita juga sinkronisasi antara pengucapan yang juga tulisan.
c.p.9	sebenarnya kalau dari full-captionl itu benar membantu sih jadi kayaknya lebih mudah mengikuti videonya gitu ya lebih lebih mudah mengikuti konten videonya lebih memahami
c.p.10	Jelas lebih mudah untuk mengikuti konten video karena kita lebih tahu lebih bisa memahami lewat teks caption tersebut

6. How effective were captions in helping you recognize new vocabulary or phrases?

c.p.1	Bagi saya sangat efektif.
c.p.2	Menurut saya efektif dengan melihat caption yang tertulis saya juga bisa memahami konteks penggunaannya.
c.p.3	Lumayan efektif, seperti yang disampaikan tadi ya karena banyak kata kata baru yang kita enggak tahu terus dengan adanya caption bisa lebih membantu gitu.
c.p.4	Sangat efektif sekali.
c.p.5	kalau untuk saya sih sangat membantu, membantu banget.
c.p.6	Efektif. Sangat efektif. Karena kita kan bukan native speaker ya, bahkan Bahasa kita sendiri pun masih bisa salah tangkap apalagi Bahasa inggris entah karena pengucapannya atau karena perbedaan aksen.
c.p.7	karena membantu membangun hubungan antara ucapan dan ejaan kayak jadi saya bisa latihan speaking juga pronounsiasinya juga dari sana, juga pengenalan kosakata kosakata baru dan frasa frasa baru juga yang saya dapatin dari teks caption.
c.p.8	Dari skala 1-10 menurut saya sepuluh sih karena ya seperti saya bilang, adanya full caption kita jadi tahu kata apa yang diucapkan, jika kata tersebut tidak familiar kita bisa mencarinya di internet untuk belajar
c.p.9	Untuk membantu mengenali kata atau frasa baru menurut saya dari angka 1-10 itu mungkin bisa di angka 9
c.p.10	nah hal itunsangat efektif karena seperti yang sudah saya bilang tadi kan meskipun ada kosakata yang kita belum tahu itu kita bisa mengetiknya kemudian mencari kosakata baru tersebut di terjemahan, namun jika no

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	caption kita mungkin akan bingung ini yang diucapkan apa.

7. **How did highlighted captions improve your ability to focus on important words?**

c.p.1	Itu bagi saya lumayan membantu, karena mungkin ketika saya menonton video di tiktok itu kan ada beberapa video video education yang emang dia tuh mau menonjolkan beberapa kosa kata. Jadi saya kayak oh artinya ini ini kayak misal add untuk apa on? Untuk apa? Ini untuk apa kayak gitu?
c.p.2	Dengan teks caption yang lengkap dengan highlight di frasa atau kata tertentu, saya bisa lebih mengikuti dialog yang ada didalam video. Oh ini maksudnya seperti ini.
c.p.3	Kalau misalkan kalau biasanya kalau yang di highlight itu kan kosa kata yang jarang digunakan atau jarang diketahui sama orang orang gitu kan kalau kosakata daily mungkin kita sudah tahu. Tapi kalau misalkan ada. Kata baru gitu terus kayak "ini artinya apa ya?" Kayak kita langsung tergerak untuk mencari tahu.
c.p.4	Sangat membantu ya karena kalau misalkan di highlight seperti itu kan bisa lebih focus ke kata kata yang mungkin memang kurang familiar di telinga kita ataupun di telinga saya sendiri itu saya akan mencoba mengulik apa sih maksudnya ini.
c.p.5	biasanya kalau dipakai dalam pembelajaran, untuk belajar itu sangat membantu.

c.p.6	Kalua untuk highlighted wordnya itu membantu kalua semisal sedang ingin belajar konteks tertentu.
c.p.7	kalau untuk highlighted target word yaitu bikin saya lebih mudah mengenali dan kayak ingat ini kosa kata baru jadi saya tuh lebih bisa mengenali dan ingat kosakata baru apa gitu terus juga memberikan perhatian khusus kepada saya terhadap vocab dalam konteks kalimat di video.
c.p.8	menurut saya seberapa penting adanya highlighted target word itu mungkin bagi orang orang yang ingin mempelajari topik spesifik tertentu itu sangat penting, tapi bagi saya hanya bertujuan untuk eksplorasi saja menurut saya justru membatasi saya dalam explor hal hal yang baru
c.p.9	Dalam konteks pembelajaran saya sering menemui tipe full caption with highlighted target word menurut saya ini sangat memudahkan untuk belajar karena sudah ter konteks. terutama untuk belajar grammar dan untuk menambah kosa kata baru.
c.p.10	lebih membantu sebenarnya daripada yang hanya full caption karena hal itu bisa membuat kita ya sesuai tujuannya yaitu fokus kepada suatu kata tertentu.

8. **How did the highlighted words impact your understanding of the video's key vocabulary?**

c.p.1	Sangat memengaruhi saya karena di situ uh pasti saya akan mencoba mengingatnya. Uh terkadang juga saya mencatat kembali kata kata yang di highlighter tadi.
c.p.2	Bisa untuk Melatih skill saya terutama di listening itu contohnya kalau saya nonton film nih harus paham maksud film tersebut.
c.p.3	Lumayan mempengaruhi kemampuan listening karena ya itu seperti dibantu dengan guideline gitu ya guideline kata kata baru.
c.p.4	Cukup membantu saya, ya karena misalkan kata disorot itu kan kayak wah ini kata penting nih yang memang intisari dari sebuah video tersebut.
c.p.5	Kalua dalam pembelajaran itu membantu sekali, karena lebih tek konteks. Kata kata yang memang untuk target belajar itu ditonjolkan.
c.p.6	Dengan highlighted target word saya bisa lebih focus ke beberapa kata target, jadi tidak aka nada distraksi dari kata kata lain yak arena memang kata targetnya itu. Dan dapat membantu pemahaman dari segi konteks isi video juga.
c.p.7	kata kata yang disorot tuh bantu saya lebih fokus sih sama kosakata yang penting tuh juga mempermudah saya untuk mengidentifikasi dan lebih paham akan konteks ya yang akan saya gunakan dalam kalimat itu gitu
c.p.8	itu juga berhubungan dengan platform apa yang saya gunakan kebetulan saya seringnya menggunakan instagram dan juga youtube saya bersama ini belum menemukan adanya fitur apa highlight caption di dalam kedua platform tersebut nah jadi sejauh ini mungkin

	masih nemuinnya masih yang non caption dan mungkin full caption biasa. Kalau bagi orang yang memang mempelajari topik tertentu mungkin itu akan sangat membantu ya, karena target kata-kata nya sudah dihighlight untuk memudahjan mengingat kata-kata baru.
c.p.9	Jadi karena target kata-nya atau kata kata yang dihighlight itu lebih terkontrol dan terkonteks ya jadi kalau dalam pembelajaran yang spesifik itu dapat membantu, sangat membantu.
c.p.10	nah hal itu bahkan membantu saya untuk lebih memahami lagi karena jika saya enggak tahu kata yang disorot tersebut maknanya apa, saya bisa mencari lebih dalam lagi karena kan sudah di-highlight jadi kita lebih tahu hal mana yang harus kita fokuskan yang harus kita pahami lebih

9. Were highlighted words helpful for retention or a distraction?

c.p.1	Bagi saya membantu daya ingat dengan baik
c.p.2	Menurut saya itu bisa lebih membantu untuk mengingat gitu, karena dari highlight itu kan ada kosa kata baru yang saya dapat. Jadi itu membantu saya untuk mengingat kosa kata yang mana mungkin karena di highlight jadi cenderung lebih terlihat.
c.p.3	Menurut saya. Lumayan membantu karena. Kalau di sorot itu kan seperti dibedakan kan kayak di garis bawahi atau di bold atau di block warna apa gitu lah itu kayak lebih mencolok kan dan jadinya kita lebih muddah mengingat makna dari kata atau frasa yang baru ditemui.

.p.4	Membantu daya ingat kalau misalkan saya itu lebih mudah mengingat kosakata yang mungkin jarang saya dengar jadinya kan misalkan ada satu kata yang enggak familiar itu saya tulis kan saya tulis di buku saya ataupun ataupun di pribadi saya.
c.p.5	Kalau untuk belajar sih sangat membantu. Tapi kalua hanya untuk bersantai nonton video itu lumayan mengganggu.
c.p.6	Iya, untuk belajar highlighted target word ini dapa membantu mengingat karena kan kata kata target itu ditonjolkan dengan tujuan agar mudah diingat. Tapi kalau saya ingin nonton video hanya untuk sekedar refreshing saja, menurut say aitu justru malah mengganggu.
c.p.7	untuk kata kata yang di-highlight ya biasanya tuh membantu saya dalam daya ingat saya terus juga memberikan fokus visual tambahan.
c.p.8	Seperti yang sudah saya katakan, menurut saya kalau bagi orang yang memang mempelajari topik tertentu mungkin itu akan sangat membantu ya, karena target kata-kata nya sudah dihighlight untuk memudahjan mengingat kata-kata baru.
c.p.9	Menurut say aini dapat sangat membantu.
c.p.10	Ini sangat membantu saya untuk mengingat karena sudah ada taerget kata khusus yang disorot jadi lebih mencolok sehingga membuat saya lebih mudah untuk mengingat kosakata baru.

10. **Which caption type (NC, FC, or FCHTW) best supported your comprehension?**

c.p.1	Yang kedua, yang video full caption
c.p.2	Yang paling membantu itu yang terakhir dengan highlighted target word.
c.p.3	Yang full caption yang ada target word. Ya jadi dengan full caption terus dibantu dengan highlight seperti itu
c.p.4	Kalau menurut saya yang ketiga. Yang ketiga dengan highlighted word.
c.p.5	yang paling membantu pemahaman kalau belajar ya yang full caption dengan highlighted target word
c.p.6	Kalau saya pribadi yang video full caption
c.p.7	full caption with highlighter target word paling membantu banget karena memungkinkan saya untuk fokus sama kosakata penting juga sekaligus memahami konteks kalimat gitu secara keseluruhan.
c.p.8	Bagi saya, saya lebih suka dibantun dengan video full caption.
c.p.9	Mungkin tergantug pada kebutuhan ya, kalau menurut saya sendiri saya lebih suka yang full-caption karena saya bisa lebih memahami konten video dan mengenal kata kata baru.
c.p.10	Kalua menurut saya jelas yang highlighted target word karena selain membantu melatih listening juga dapat memperkaya vocabulary

11. Which caption type hindered your focus the most, and why?

c.p.1	Menurutku uh yang pertama yang No caption
c.p.2	Yang mengganggu itu mungkin no caption yang pertama itu Karena mungkin banyak rasa kota baru yang masih asing dan kita tidak tau bagaimana spelling dan penulisannya.
c.p.3	Menurut saya Yang no caption.
c.p.4	Yang pertama, yang no caption kalau misalkan yang no caption itu saya akan mengulang terus menerus. Bahkan saya pause dulu itu videonya atau filmnya. Dan kemudian saya tanyakan kepada teman saya. Ya jadi selain wasting time jadi Kesulitan juga harus pause videonya.
c.p.5	Menurut saya yang kedua. Karena kalua misalkan karena kondisi belajar atau berlatih kemampuan listening lebih baik no caption. Atau misalkan untuk belajar bisa menggunakan caption dengan highlighted target word untuk menambah kosa kata baru atau ada suatu penyampaian tertentu.
c.p.6	Yang mengganggu fokus mungkin saat berlatih listening dengan video full caption with highlighted target word. Karena kalau memang sedang belajar konteks penggunaan kata atau frasa-nya memang membantu. Tapi kalau saat listening biasa sedikit menggangku fokus saya karena saya akan terpaku dengan kata-kata yang disorot.
c.p.7	Kalau dari ketiga jenis caption menurut saya tidak ada masalah. Hanya saja kadang ada kesalahan secara teknis caption dengan video itu tidak sinkron.
c.p.8	bisa dibilang tidak ada yang mengganggu sih mbak
c.p.9	Menurut saya tidak ada, karena penggunaan ketiga jenis caption itu bisa disesuaikan dengan kebutuhan. Missal saat belajar kita bisa menggunakan full-caption with highlighted target word, saat sedang menguji kemampuan listening bisa menggunakan no caption, dan untuk mengecek benar atau

	tidaknya apa yang kita dengar bisa menggunakan full caption.
c.p.10	yang paling mengganggu fokus itu yang no caption karena yang pertama tadi kita kan enggak ada caption-nya jadi kita harus menerka-nerka apa isi dari konten tersebut atau kosakata yang mungkin kita tidak kita ketahui

12. Did captions motivate you to engage with the video more deeply?

c.p.1	Iya itu membantu saya meningkatkan motivasi saya, kira kira kalau dibuat persentasenya sekitar 80 Persen.
c.p.2	Ya, Karena dengan teks caption itu kan kita tahu maksud content dari video ini apa?
c.p.3	Ya, sangat meningkatkan. karena ya itu saat kita bisa tahu listening skill kita di angka berapa? Kalau misalkan kita dengar terus Oh ternyata teksnya bener maksudnya pendengaran sesuai dengan teksnya gitu. kalau banyak yang sesuai berarti kemampuan listening kita cukup baik nih. Tapi kalau banyak yang salah, ya berarti kita harus belajar lagi.
c.p.4	Tentu. Selain nanti saya lebih mudah paham, saya lebih mengerti pronounsiasi saya juga belajar tentang kosakata baru
c.p.5	Tidak terlalu, karena saya biasanya melihat text caption itu untuk belajar kata kata tertentu saja
c.p.6	Ya, sangat. Karena dari caption juga kadang saya menemukan suatu kata atau frasa yang membuat saya penasaran. Ah dari situ akhirnya saya akan mencari lebih dalam tentang itu agar lebih memahami konteks.

c.p.7	Teks caption meningkatkan motivasi saya karena memberikan kejelasan pada bagian yang saya kurang pahami sehingga saya lebih terdorong untuk memahami detail video secara mendalam.
c.p.8	ya sangat membantu dan memotivasi saya untuk memahami.
c.p.9	Ya, menurut saya peribadi sangat memotivasi karena saya bisa menguji kemampuan listening saya dengan no-caption kemudian bisa mengecek kesesuaian pemahaman listening saya dengan full-caption.
c.p.10	ya hal itu memotivasi saya untuk memahami video lebih dalam karena kita sudah tahu sudah ada bayangan bagaimana isi dari konteks konten tersebut

13. Which caption type hindered your focus the most, and why?

c.p.1	Sangat memengaruhi menurut saya, dengan adanya caption dalam video saya dapat belajar banyak kosakata baru
c.p.2	Kehadiran teks atau caption sangat meningkatkan kepercayaan diri saya karena. Memahami video bahasa Inggris bisa secara listening dengan caption yang ada di video itu dan saya merasa lebih mampu menangkap detail dan nuansa yang mungkin terlewat ketika saya mendengarkan. sebaliknya tanpa teks, saya merasa lebih ragu dan kurang percaya diri dalam pemahaman saya.
c.p.3	Tentunya yang yang full caption itu lebih mempengaruhi kepercayaan diri. Lebih membuat kita percaya diri daripada yang no caption.

c.p.4	Kayak berbeda kesulitannya tuh berbeda. kalau misalkan uh yang tidak adanya caption itu membuat saya takut salah mengartikan atau salah memahami kalau misalkan ada caption kan oh sudah jelas yang dimaksudkan ini yang diartikan ini jadi sudah jelas.
c.p.5	Sebenarnya tergantung pada konteksnya, kalua missal lagi pingin nonton untuk tujuan belajar bisa pakai yang ada caption-nya, tapi kalua engga ya enggak. Tapi biasanya juga tergantung pada video yang kita tonton juga.
c.p.6	Saya lebih senang dengan adanya caption, jadi saya lebih merasa percaya diri karena saya bisa mendengarkan tapi untuk menguatkan apa yang saya dengar itu benar atau tidak bisa dilihat lewat caption.
c.p.7	kehadiran caption meningkatkan kepercayaan diri sih karena ya memberikan referensi tambahan, sementara ketiadaan teks itu dapat membuat saya kayak kurang percaya diri kita apalagi kalau misalkan kosakata atau pengucapannya asing.
c.p.8	ya seperti yang saya sudah sebutkan kalau dalam apa dalam konten yang baru saya pelajari baru saya temui tidak adanya caption itu membuat saya seperti buta begitu mbak. saya lebih ke kehilangan arah kalau tidak ada caption. tapi kalau ada caption itu menjadi apa yang memudahkan saya untuk mempelajari kosakata baru dan juga lebih mendalami kata kata yang sudah saya pahami.
c.p.9	Untuk kepercayaan diri mungkin fifty-fifty ya dari saya.
c.p.10	menurut saya lebih percaya diri jika dengan adanya caption seperti itu ya dengan adanya caption mungkin bisa dapat membantu kata kata yang kurang jelas itu bisa

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	lebih terbaca atau mungkin lebih terdengar karena adanya stimulasi dari visual seperti itu

Appendix 3. Documentation of Interview

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