

**Promoting EFL Students' Listening Comprehension
with Video Captioning at An Islamic Secondary
School**

THESIS

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



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DEDICATION

In the name of Allah the Beneficent and the Merciful, this thesis is dedicated to:

1. My beloved father and mother, who always supported the researcher emotionally and materially with pray, guidance, love, and patience.
2. My beloved brothers and sister who always provide support to researcher to achieve researcher's goal.
3. The one and only one myself.
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MOTTO

In the name of Allah, The Most Gracious, The Most Merciful

"Indeed, with hardship comes ease."

Surah Al-Inshirah (94:6)

"And whoever puts their trust in Allah, then He will suffice him."

Surah At-Talaq (65:3)

"So remember Me; I will remember you."

Surah Al-Baqarah (2:152)

It's stupid to talk about things you're not. Be yourself and you'll be fine.

By Shikamaru Nara from Anime naruto

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ABSTRACT

Title : Promoting EFL Students' Listening Comprehension with Video Captioning at An Islamic Secondary School
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This study explores the use of video captioning to enhance listening comprehension among EFL students in an Islamic secondary school. Despite the proven benefits of captioning in language learning, its application in Islamic educational settings remains underexplored. This research addresses gaps in understanding how captioning tools can be adapted to align with Islamic pedagogical values, technological constraints, and sociocultural relevance. Using a qualitative case study design, the study collected data through interviews and questionnaires with an EFL teacher at SMP Askhabul Kahfi. Findings revealed that video captioning significantly improved students' listening skills and vocabulary acquisition by providing multimodal input. However, challenges such as fast-paced captions and content suitability were noted. The teacher integrated Islamic values into the lessons by selecting morally aligned videos and fostering discussions on ethical applications. The study concludes that video captioning is an effective tool for EFL listening instruction in Islamic schools when combined with structured strategies (e.g., phased listening, vocabulary support) and culturally sensitive content. Recommendations include optimizing captioning techniques, addressing technical limitations, and further research on motivational and contextual factors.

Keywords: *Video captioning, listening comprehension, EFL, Islamic secondary school, multimodal learning.*

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, a statement of the problem, the purpose of the study, the scope of the study, the significance of the study, and the definition of key terms.

A. Background of the study

Captions has become one of the tools we use today to help us understand a video or film that uses a foreign language. The UK's Teletext system created the first video recorders with the ability to capture optional captions, and the USA's closed caption system debuted in the middle of the 1980s (Vanderplank, 2016). Despite the fact that captions were first created in the 1980s for people with hearing impairments and made available on television via the Teletext system, language instructors and researchers soon realized how beneficial captions were for language learners. Price carried out the first extensive study in 1983 to look into the possibilities of captioning as a teaching tool. Four clips, either with or without captions, were seen by about 500 participants. Results indicated that captioning improved comprehension regardless of social, linguistic, or background factors (Montero Perez et al., 2013).

Nowadays, the technology that is developing to learn about understanding English through captions is very easy to access. As a result, learners can use a variety of authentic materials, including English-language films, TV shows, and magazines, to accomplish one of their most crucial tasks: exposing themselves to their target language as much as

possible. New technologies, like captions with verbal information and full visual context, have positive effects on language learning because they provide more authentic and rich comprehensible input (Gowhary et al., 2015).it is important to realize that while programs may be available, they are not necessarily accessible to L2 viewers in any meaningful sense. Therefore, integrating technology tools into L2 classrooms to provide students with more chances to interact with the target language could be a step in the right direction. In situations where the text and audio are provided in the same language, captioning offers intralingual subtitles. Conversely, subtitling entails displaying the L1 translation of the L2 audio (Cintrón-Valentín et al., 2019).

Intralingual subtitling is expected to help learners who are learning English to be able to listen and understand what is said in the videos shown. Combining verbal and visual information should improve L2 comprehension and memory retrieval since better learning occurs when both verbal and nonverbal systems are activated. Additionally, subtitles could improve audiovisual input since they help students visualize what they hear especially when the content is a little difficult for them. Captions can help with speech stream segmentation and form-meaning mapping of lexical items during the processing of continuous audio transmissions. As a result, when watching videos, students find it simpler to recognize words and discern meaningful speech components (Hsieh, 2020)

The current literature has shown that learners' focus on captioned videos largely depends on their language proficiency level. According to Yeldham (2018), learners with lower proficiency levels are more likely to read texts

than watch videos, while more proficient learners who are able to use a greater variety of cues, including captions, visuals, and audio, may gain more from watching videos (Guo et al., 2020). The same thing is also explained by Yufen Hsieh (2019), this study was conducted in Taiwan and involved 105 native Mandarin-speaking students who had lower-intermediate English skills. It turned out that the difference in subtitle types did not have a significant effect on listening comprehension. In fact, participants who watched videos with full subtitles did not perform much better than those who watched them without subtitles. One reason is because the videos used were rather difficult for participants, and they had difficulty dividing their attention between text, images, and sound.

Then research conducted by Elias Bensalem (2016) on the use of full captioning, revealed something different from the perspective of students' perceptions, that full subtitles helped them more when answering test questions. Meanwhile, many students in the keyword group felt disturbed by the limited subtitle display, some of whom did not always read the existing subtitles. This disturbance actually made it difficult for them to focus on the audio, which of course affected their ability to understand the material.

Even though video captioning has been shown to improve EFL listening comprehension in regular classroom settings (Montero Perez, 2019), There is still a severe lack of research on its use in Islamic secondary schools. Because Islamic educational institutions function within a distinct sociocultural and pedagogical framework that places a premium on integrating religious beliefs with language

acquisition, this disparity is especially noteworthy (Alkouatli, 2018). For instance, while captioning technology has been shown to enhance vocabulary acquisition and reduce cognitive load in secular environments (Vanderplank, 2016), its effectiveness may be mediated in Islamic schools by factors such as content suitability (e.g., the need for halal-compliant materials), the dual focus on Arabic and English language learning, and traditional teacher-centered instructional approaches (Iqbal, Ahmad, & Halim, 2020). Furthermore, infrastructural challenges including limited digital resources, unreliable internet access, and insufficient teacher training in technology integration (Ismail et al., 2023) exacerbate the issue by separating the benefits of theory from real-world application. This problem is made worse by the paucity of studies on the effects of captioning on student motivation in Islamic environments, where students frequently interpret their ability to speak English through the prism of their religious identity and international Muslim communication (Karimah, 2023).

Without empirical studies addressing these contextual nuances, educators in Islamic schools lack evidence-based strategies to adapt captioning tools effectively. This study seeks to fill these gaps by examining the role of video captioning in promoting listening comprehension within an Islamic secondary school, with attention to pedagogical alignment, technological constraints, and sociocultural relevance. By doing so, it aims to contribute actionable insights for EFL practitioners working in faith-based educational settings while broadening the discourse on equity in technology-mediated language learning.

B. Research Question

1. How do the efl teacher's employ video captioning in teaching listening at an Islamic-based secondary school?
2. What are teachers' experiences about the effectiveness of video captions on EFL students' listening comprehension?
3. How to maximize the video captioning as a strategy in teaching listening at an Islamic-based secondary school?

C. Objective of the Research

1. To investigate EFL teachers' instructional practices in utilizing video captioning for teaching listening comprehension at an Islamic secondary school, focusing on their methods, adaptations, and challenges in aligning captioning tools with Islamic pedagogical values.
2. To investigate teachers' perceptions regarding how video captioning enhances EFL students' listening comprehension skills in an Islamic secondary school context.
3. To identify strategies for optimizing video captioning as a listening instruction tool in an Islamic secondary school, addressing content suitability, technological constraints, and student engagement to propose context-specific recommendations.

D. Significant of the Research

The research has two significances, and the following explanations will cover both theoretical and practical significance:

- 1) Theoretical significance

This study advances theories of language processing and multimedia learning by adding to our theoretical knowledge of how video captioning impacts listening comprehension. It explores how textual information in captions interacts with auditory input to facilitate or hinder comprehension.

2) Practical significance

This study advances theories of language processing and multimedia learning by adding to our theoretical knowledge of how video captioning impacts listening comprehension. It explores how textual information in captions interacts with auditory input to facilitate or hinder comprehension.

a) For the students

The research provides insights into how video captioning can enhance students' listening comprehension, leading to more effective learning experiences and better academic performance.

b) For the teachers

By integrating the culture and environmental conditions in Islamic schools for the effectiveness of video captioning, teachers can refine their teaching practices, overcome challenges, and implement best practices that suit students' needs.

c) For the readers

The findings serve as a resource for educators looking to implement or improve the use of video captioning in their teaching practices, providing evidence-based recommendations.

CHAPTER II

REVIEW AND RELATED LITERATURE

This chapter offers theoretical reviews that are pertinent to the research issues as well as an overview of some earlier research on this topic that was conducted in the same field.

A. Previous Research

In this section I divide previous research into three interrelated themes, then summarize what can be looked for in my research on video captioning to improve EFL students' listening comprehension.

1. Video Captioning on Listening Comprehension

Video captioning is a widely used tool in language learning, particularly for enhancing listening comprehension and vocabulary acquisition in second language (L2) learners. With an emphasis on English as a Foreign Language (EFL) learners, this synthesis investigates the impact of various forms of video captioning on vocabulary acquisition and listening comprehension. There are several previous studies that discuss this theme, the first study was from Bensalem, Elias Adam in 2016 entitled “*Global Journal of Foreign Language Teaching*” it is explained that the impact of full and keyword captioning on listening comprehension in university-level EFL students. Participants were divided into three groups: full captioning, keyword captioning, and no captioning. Full captioning outperformed keyword captioning and no captioning, but

no significant difference was found between the two groups. The results suggest keyword captioning may be a distraction.

The second research was from Montero Perez, Peters, & Desmet in 2014 entitled “*Is less more? Effectiveness and perceived usefulness of keyword and full captioned video for L2 listening comprehension*” it is explained that the impact of captioned video on listening comprehension and L2 learners' perception of its usefulness. 226 university-level students watched French clips in three conditions: without captions, fully captioned, and keyword captioned. Results showed that full captioning outperformed no captioning and keyword captioning on global comprehension questions. However, no difference was found between keyword and no captioning groups. Full captioning was considered useful for speech decoding and meaning-making processes, while keyword captions were considered distracting.

The third research was from Hsieh, Y in 2020 entitled “*Effects of video captioning on EFL vocabulary learning and listening comprehension*” it is explained the impact of video caption type on vocabulary learning and listening comprehension in low-intermediate Chinese-speaking English learners. Five caption types were used: no caption (NC), full caption with no audio (FCNA), full caption (FC), full caption with highlighted target-word (FCHTW), and full caption with highlighted target-word and L1 gloss (FCL1). The results showed that caption type did affect vocabulary learning, with FCL1

facilitating word form and meaning, while FCNA or NC did not help with written words.

The fourth research was from Ys, Syamsul Bahri, Nadhira, Cut, & Silviyanti, Tengku Maya in 2016 entitled *“the Effect of Captioned Video on Students’ Listening Comprehension”* it is explained the impact of captioned videos on second grade students' listening comprehension at SMA Laboratorium Unsyiah. The results showed that captioned videos significantly improved students' listening comprehension, with the experimental group outperforming the control group in post-test. This suggests that captioned videos can be an effective alternative teaching media for improving students' listening comprehension achievement in English.

The fifth research was from Kam, Emily Fen, Liu, Yeu Ting, & Tseng, Wen Ta in 2020 entitled *“Effects of modality preference and working memory capacity on captioned videos in enhancing L2 listening outcomes”* This study explores the impact of L2 learners' modality preferences and working memory capacity on their listening outcomes. Results show that working memory capacity influences the effect of preferred modality on listening outcomes. Auditory learners with high working memory capacity perform best when viewing videos without captions, while visual learners perform best when captioned. The findings emphasize the need to consider individual differences when using captioned videos.

The sixth research was from Yeldham, M. in 2018 entitled *“Viewing L2 captioned videos: what’s in it for*

the listener?” it is explained Captioning is often used to enhance second language learners' listening abilities by providing access to authentic videos. However, some studies suggest that learners often read captions instead of listening to speakers, merely improving their reading skills. This article investigates past studies to determine how learners process videos and finds that less-proficient learners read more texts, while more-proficient learners use a wider range of cues.

The seventh research was from Sutrisno, Djoko Annury, Muhammad Nafi in 2022 entitled “*Role-reversal and discussion-oriented models for flipping digital vocabulary achievement in English classrooms for Electronic Engineering learners*” The research investigates the effectiveness of discussion-oriented and role-reversal classroom models for teaching vocabulary achievement to English language learners. A quasi-experimental strategy was used with three intact classes. Results showed that classrooms emphasizing discussion and role reversal were more effective. The role-reversal group also outperformed the discussion-oriented group in post-test expository writing. The study emphasizes the need for further research on technology-based pedagogy for diverse language skills.

Above are a series of previous studies that discuss how video captioning plays a role in English learning, especially in improving listening comprehension and vocabulary acquisition. Other methods that explain vocabulary acquisition are also explained so that readers have broader knowledge.

2. Islamic Secondary School

The First research was from Alkouatli, Claire in 2018 entitled *“Pedagogies in becoming muslim: Contemporary insights from islamic traditions on teaching, learning, and developing”*. A study on teaching and learning Islam in English literature revealed three themes: Relational Pedagogies, Pedagogies of Mutual Engagement, and Pedagogies of Conscious Awareness. These themes were used in a sociocultural study on Muslim educators' perspectives at a mosque school in Canada. The study found that educators partially draw from primary-source pedagogies, but their interpretation and application vary. Further research is needed to optimize these pedagogies' developmental potential and address pedagogical criticisms.

The second research was from Iqbal, Qaisar Ahmad, Noor Hazlina Halim, Hasliza Abdul in 2020 entitled *“How Does Sustainable Leadership Influence Sustainable Performance? Empirical Evidence From Selected ASEAN Countries”*. This study investigates the relationships between sustainable leadership, organizational learning, and psychological empowerment in small and medium enterprises in ASEAN countries. Data were collected from 369 firms, with a response rate of 41%. Structural equation modeling confirmed the hypotheses, and moderated mediation analysis revealed that higher psychological empowerment indirectly affects sustainable leadership through organizational learning. This study highlights the importance of sustainable leadership, empowerment, and performance.

The third research was from Muhamad Zaidi, Mohd Shahrani Haji Othman, Mohamad Khairi in 2023 entitled “*the Challenge of Islamic Education Teachers of the Standard Secondary School Curriculum (Kssm)*”. The Standard Secondary School Curriculum (KSSM) aims to improve education quality in Malaysia, focusing on six pillars: Communication, Spirituality, Attitudes and Values, Humanity, Self-appearance, Physical and Aesthetic Development, and Science and Technology. This writing examines the challenges faced by Islamic Education Teachers (GPIs) in implementing the new curriculum and the follow-up actions. Challenges include GPI's competence in the Basic Content Curriculum, traditional teaching practices, student differences, and the implementation of century learning 21.

The fourth research was from Karimah, Syahadah Albaqiyatul in 2023 entitled “*The Islamic Education Students' Motivation in Learning English*” This study examines the motivation of Islamic education students to learn English, using a descriptive-qualitative method. Results reveal that external factors like lecturer's personality, teaching methods, and social environment influence motivation, while internal factors like interest and goal also play a role.

The above studies are previous studies that have not discussed much about the issue of video captions implemented in Islamic schools. Therefore, this study aims to fill this gap by investigating how teachers use video captions in Islamic secondary schools. This approach provides a holistic understanding of not only how students interact with captioned videos, but also how

teachers adjust their teaching strategies to align with the goals of language and religious education.

B. Literature Review

1. Listening Comprehension

Listening comprehension is a critical component of language acquisition and reading comprehension, yet it often receives less attention compared to other skills like decoding. Understanding the factors that influence listening comprehension and effective strategies for teaching and improving this skill is essential for educators and learners alike.

It can be difficult to teach English-language learners in primary schools to understand English-language videos. Before they can understand audiovisual input, primary school pupils often need a solid foundation in oral and auditory abilities. This is because understanding audiovisual input needs them to connect what they have heard to what they can decode. There is new evidence that supports the use of captions to improve students' comprehension. People who are deaf or hard of hearing can access content with the use of captions, which convert films into a storybook with a stream of written text presented synchronously with visual and audio reinforcement. The idea that captioning can significantly improve the acquisition of a second language, including reading comprehension, vocabulary growth, and listening comprehension, has been backed by a number of studies conducted in recent years (Teng, 2019)

Listening comprehension plays a significant role in reading comprehension, especially as children progress

through elementary grades. It becomes a dominant factor influencing reading success, and deficiencies in listening comprehension can lead to poor reading skills (Hogan et al., 2016). This highlights the need for greater focus on listening comprehension in educational settings.

Several factors can adversely affect listening comprehension in classroom settings. Background noise, voice quality, and visual cues all play a role in how well children understand spoken information. Even low levels of background noise can interfere with comprehension, although visual cues like seeing the speaker's face can mitigate this effect to some extent. Dysphonic voices, while not significantly reducing comprehension, can make listening seem more effortful and unpleasant, potentially reducing motivation (Rudner et al., 2018).

Effective teaching of listening comprehension involves understanding the processes listeners use to decode spoken language. This includes analyzing learners' needs, defining objectives, and employing specific classroom activities and exercises to develop listening skills. A structured approach that considers the nature of spoken discourse and the micro-skills involved in listening is crucial for successful instruction (Richards, 2013).

Research into listening comprehension strategies has identified various cues and tactics that listeners use to improve understanding. Differences between more- and less-proficient listeners highlight the importance of strategy instruction. Teaching effective listening strategies can help learners overcome common challenges, such as the speed of delivery and identifying individual words in a stream of speech (Berne, 2004).

Listening comprehension involves more than just linguistic knowledge; it is an inferential process where listeners construct meaningful interpretations based on their own experiences and knowledge. This complexity presents challenges for language testers and educators, as there are often no clear criteria for judging the appropriacy of interpretations. Future research should continue to explore these complexities and develop more effective assessment and instructional methods (Buck, 1991).

2. Video Captioning

Video captioning, which attempts to produce natural descriptions from videos, is becoming a significant issue in computer vision in order to better understand video material. Image captioning is a related endeavor that attempts to produce natural descriptions based on picture data. Image captioning and video captioning are difficult undertakings since they call for an understanding of both the processing of visual content and words. On a single, however, visual content's scenery and objects are picture elements. must be documented and portrayed. However, language Sentences with meaning should be produced by applying principles like text context (Shi et al., 2020).

Video captioning, a complex task, improves accessibility and information retrieval, particularly for visually impaired individuals, with recent advancements focusing on machine learning techniques for accuracy and relevance. A novel framework utilizes multi-faceted attention layers to enhance video captioning by selecting salient visual features and semantic attributes. This

approach, which builds on LSTMs, has shown robust performance even with noisy data, outperforming previous methods on datasets like MSVD and MSR-VTT (Long, Gan, & de Melo, 2018).

The integration of adversarial learning with LSTM networks addresses the issue of error accumulation in video captioning. By employing a GAN architecture, where a discriminator refines the generator's output, this method significantly improves caption accuracy on standard datasets (Yang et al., 2018). The STAT mechanism combines spatial and temporal attention to focus on significant regions within video frames, improving word prediction accuracy. This method achieves state-of-the-art performance on benchmarks such as MSVD and MSR-VTT-10K (Yan et al., 2020).

An attention-based LSTM model with semantic consistency captures salient video structures and explores multimodal representations. This approach ensures the semantic alignment of video content and generated sentences, achieving competitive results on benchmark datasets (Gao, Guo, Zhang, Xu, & Shen, 2017). Video data often contains redundant content, complicating the captioning process. Approaches like IcoCap address this by compounding image semantics into video semantics, helping captioners focus on relevant information and improve performance on datasets like MSVD and MSR-VTT. Incorporating syntax and sentence-context features is crucial for generating non-visual words in captions. The Syntax-Guided Hierarchical Attention Network (SHAN) leverages these

cues to enhance model interpretability and performance (Deng et al., 2022).

The lack of large-scale training data for video captioning poses a significant challenge. Innovative solutions, such as transferring captions from image datasets to video clips, have been proposed to create extensive audio-video captioning datasets, improving model training and performance (Nagrani et al., 2022)

Based on this explanation, it is known that providing captions is not as easy as it is thought, but the benefits it provides for learning English in particular, can help and be useful for better understanding English students. This is illustrated in Robert Vanderplank's book as a welcome addition to the many recent publications on the role of subtitles in second language acquisition because it provides an up-to-date and comprehensive analysis of the benefits of subtitles (also called same-language subtitles or bimodal subtitles) for language learners.

In research examining Robert Vanderplank's book, it was found that Vanderplank's thorough knowledge of research on captions and language learning enabled him to select the best designed studies and clearly present their contribution to this field. His ability to trace concepts back to their source and research situation in a broad historical context is especially important, given the recent proliferation of articles by authors who may only have partial knowledge of previous caption research or may present oversimplified findings. Studies conducted over the years with a variety of learners, materials, and languages demonstrate that the effectiveness of captions as a learning tool depends on many complex factors

whose studies have still not been exhausted. To sum up the findings while avoiding over-generalization, research shows that captions tend to improve speech chunking, word recognition, vocabulary knowledge, and overall listening comprehension, as long as the material is appropriate for the learner's listening level and reading ability (Danan, 2017).

3. Islamic Secondary School

The integration of video captioning in English as a Foreign Language (EFL) classrooms has gained significant attention for its potential to enhance listening comprehension. Research indicates that captions aid in decoding spoken language, reinforcing vocabulary acquisition, and reducing cognitive load (Vanderplank, 2016; Montero Perez et al., 2018). However, the application of this technology in Islamic secondary schools remains underexplored, despite the unique pedagogical and cultural dynamics of these institutions. Islamic schools operate within a *tarbiyah* (holistic nurturing) framework, where education intertwines religious values with academic learning (Alkouatli, 2018). This context necessitates a careful adaptation of EFL strategies, including video captioning, to align with Islamic principles while maintaining instructional effectiveness.

One critical consideration is content suitability. Many commercially available captioned videos contain cultural references, humor, or social interactions that may conflict with Islamic values, such as modesty or gender segregation (Ahmed, 2020). For instance, scenes

featuring inappropriate attire or music may require modification to ensure compliance with Islamic norms. Additionally, Islamic schools often emphasize Arabic language learning alongside English, which raises questions about the potential benefits or distractions of bilingual (Arabic-English) captions (Halim et al., 2020). Research in multilingual contexts suggests that carefully designed captions can support cross-linguistic transfer, but this has not been thoroughly examined in Islamic educational settings.

Another challenge lies in technological and infrastructural barriers. Many Islamic schools, particularly in developing regions, face limited access to digital resources, unreliable internet connectivity, and insufficient teacher training in multimedia-assisted language learning (Rahman, 2022; Ismail et al., 2023). These constraints may hinder the effective implementation of video captioning, despite its proven benefits. Furthermore, traditional Islamic pedagogy often emphasizes teacher-centered instruction, which contrasts with the student-centered nature of captioning technology (Ahmad & Sahar, 2022). Understanding how teachers in Islamic schools mediate this shift balancing technology with conventional teaching method is essential for successful integration.

Finally, the role of student motivation in this context warrants attention. Islamic education emphasizes the pursuit of knowledge as a religious duty, and students may be more engaged when learning materials reflect their cultural and spiritual identity (Zaheer, 2021). Culturally tailored captions, such as those incorporating

Islamic themes or Quranic references, could enhance both comprehension and motivation. However, empirical studies on this approach are scarce, highlighting a gap in the literature.

In summary, while video captioning holds promise for improving EFL listening skills, its implementation in Islamic secondary schools requires careful consideration of content adaptation, technological access, pedagogical alignment, and motivational factors. Addressing these aspects can help maximize the benefits of captioning while respecting the values and constraints of Islamic education

Islamic secondary schools attempt to integrate religious teachings with general education, supporting a holistic development of students. In terms of curriculum design, instructional strategies, and student motivation, these institutions frequently confront particular opportunities and challenges. The integration of Islamic teachings with national education standards is one of the curriculum problems that Islamic secondary schools frequently face. For example, Malaysia's Standard Secondary School Curriculum (KSSM) emphasizes holistic student development in an effort to improve the quality of education. However, Islamic education teachers encounter difficulties adjusting to this curriculum, such as addressing the diverse needs of their students and moving away from traditional to student-centered teaching methods (Muhamad Zaidi & Haji Othman, 2023). Similarly, in Flemish public secondary schools, there is a request for a comprehensive Islamic Religious Education (IRE) curriculum that aligns with

basic Islamic educational ideas like tarbiyah, ta'leem, and ta'deeb to better encourage Islamic personality development (Public & Schools, 2020).

in another discussion, Islamic secondary schools, also known as madrasahs, play an important role in the education systems of various countries by integrating Islamic teachings with general education. These schools aim to develop students' character and academic skills while maintaining a strong foundation in Islamic values. Islamic boarding schools, which prioritise shared leadership, teamwork, and strategic planning to innovate and meet educational requirements, are merged with state madrasahs in Indonesia to improve religious education (Legistia, 2019).

The Islamic Religious Education (IRE) curriculum in Flemish public secondary schools has changed to better reflect Islamic teaching ideas like tarbiyah, ta'leem, and ta'deeb. Nonetheless, a more thorough curriculum created by professionals is necessary in order to satisfy stakeholders (Public & Schools, 2020). In Malaysia, the implementation of the Standard Secondary School Curriculum (KSSM) presents challenges for Islamic Education teachers, such as adapting to student-centered learning and diverse student needs (Zaidi, 2023).

When compared to non-madrasah schools in Bangladesh, pupils in registered madrasahs perform worse in topics like maths and English; however, when selection biases are taken into consideration, the gap is negligible in maths and very little in English (Asadullah, 2016). Due to the influence of teachers' morals, pedagogy, and parental participation, kids in Malaysia exhibit high

levels of interest when acquiring Islamic education. Interactive teaching techniques are advised to further increase motivation.

The development of web-based platforms for Islamic education aims to enhance learning through multimedia resources, making Islamic subjects more engaging and accessible for students (Yahya, Mohd Yusof, Hj Ahmad, & Md Taib, 2021). Islamic secondary schools are critical in providing education that balances religious teachings with academic learning. Despite facing challenges such as curriculum development and student satisfaction, these schools continue to adapt and innovate, incorporating technology and student feedback to improve educational outcomes.

Islamic secondary schools are essential for preparing students for positions of leadership in the Islamic society. These educational institutions concentrate on helping students gain a moderate and balanced view of Islam so they can become capable leaders and preachers who can lead the community without devolving into extremism (Journal, 2021). The curriculum and professors are crucial in this preparation, emphasizing the need of a well-rounded Islamic education.

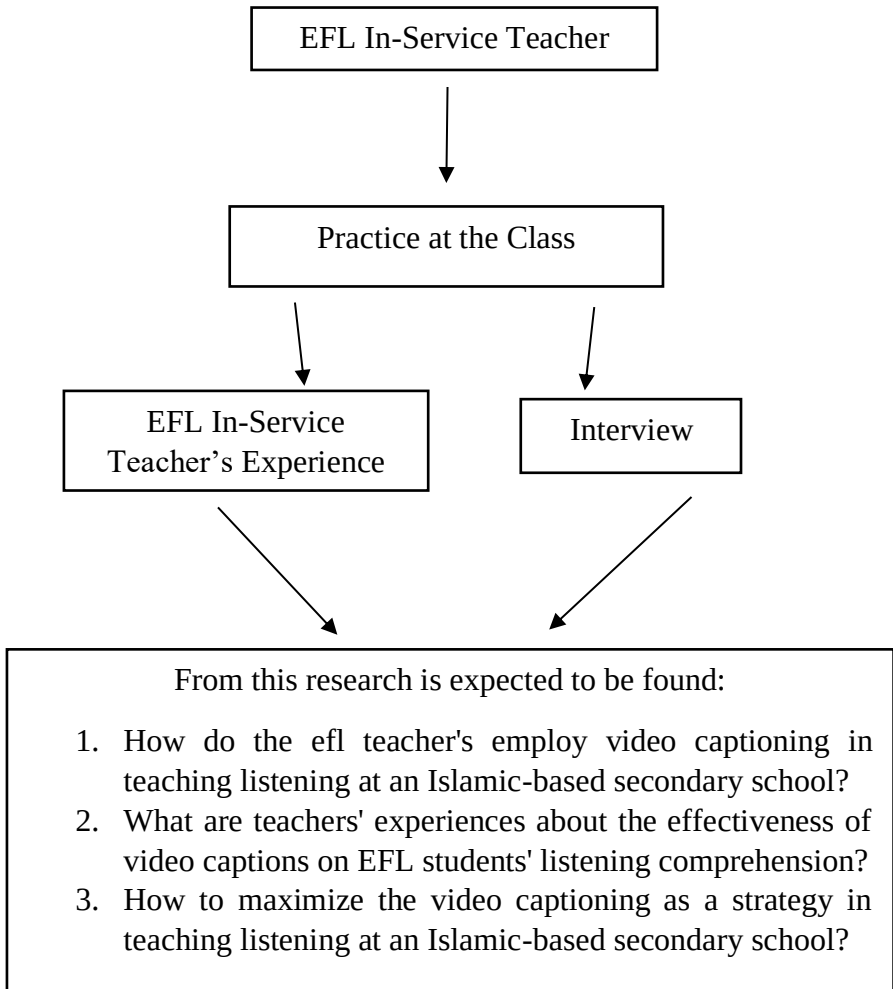
C. Conceptual Framework

In research, the conceptual framework is crucial. The conceptual framework serves as a research guide and an integrative ecosystem that enables the researcher to bring all combining elements of a study in a way that clarifies their relationships, overlaps, conflicts, and the

circumstances influencing the research setting and the phenomena being studied there (Jozkowski, 2017).

Creating a conceptual framework entails combining theories and current knowledge, frequently through a multidisciplinary approach. This procedure may be entirely theoretical or grounded in factual information. The framework plays a crucial role in structuring research and developing a data-driven, theory-based defence of the study's significance and methodological soundness (Antonenko, 2015).

The conceptual framework of this study is as follow:



(Antonenko, 2015)

In general, this research is taken from teacher experiences of an In-Service Teacher as a participant, who

carries out learning activities in class using video captioning in an Islamic-based school environment. The first research question will answer what strategies can be used to maximize the effectiveness of video captioning in an EFL classroom at an Islamic-based secondary school.

Researchers describe the application of video captioning and teacher experiences on students' listening comprehension used by teachers in teaching English. As we know, teaching English is one way for teachers to make students understand English. It is necessary to use various media to help the learning process more effectively and allow students to learn more easily. One of them is video captioning. The second research question was answered using data obtained from participant interviews. The interviews investigated whether or not captioning videos can help English language learners improve their listening comprehension, then also aims to explore how to optimize text in videos (video captioning) as a learning aid for listening (listening skills). The focus is on increasing the effectiveness of this strategy in Islamic-based secondary schools. Islamic secondary schools (possibly considering religious values in the selection of materials).

CHAPTER III

RESEARCH METHOD

The research methodology used in the research design, research environment, data collection method, and data analysis is presented in this chapter.

A. Research Design

The focus of this study is to collect data on how video captioning improves students' listening comprehension from an English teacher at an Islamic secondary school. Based on its goals, the single case study was chosen. The single case studies are a unique and important research approach in fields like psychology, rehabilitation, and social sciences. In contrast to group studies, they involve a detailed examination of an individual or a single case, making them particularly useful for exploring rare phenomena, evaluating interventions, or building theories when studying larger groups is not feasible (Lobo, Moeyaert, Cunha, & Babik, 2017). Single case studies rely on repeated assessments and controlled changes to an independent variable within a single participant or unit, enabling robust internal validity and the ability to establish cause-and-effect relationships. Unlike case reports or case series which are observational and lack experimental control single case studies incorporate systematic manipulation and repeated measurements (Nickels, FischerBaum, & Best, 2022).

Case studies can involve individuals, groups, organisations, events, or entire communities, providing

flexibility in scope and focus. Researchers collect data through interviews, observations, document analysis, and surveys to build a comprehensive picture of the case (Yin, 2018). A study subject responds a list of questions posed by the researcher. Research participants are persons who directly encounter an occurrence, so they can understand its context. Huberman analyses the characteristics of qualitative research, including intense contact with participants, the researcher's role in obtaining a thorough picture of a person or group, and the use of language to convey analysis results (Miles, Matthew B. Hubberman, A Michael. Saldana, 2014).

Particularly in fields like memory, perception, and uncommon cognitive impairments, single case studies are effective for creating, evaluating, and expanding psychological theories. They offer distinct perspectives on individual variations and processes that may be hidden by group research (Gerring, 2006). In this study, the researcher wants to know how Mrs. M integrates and adapts the context of Islamic schools with learning using video captioning to improve students' listening comprehension, which is taken from Mrs. M's experience.

B. Setting

This study was conducted on EFL teacher at SMP Askhabul Kahfi who use closed captions in English learning. EFL teacher at SMP Askhabul Kahfi were willing to participate with researcher and become participant. This involves real experiences when conducting learning using video captioning to answer

questions asked by researchers through interviews and WhatsApp using questionnaires. The location used for researchers to collect data was the home of the participant Mrs. M.

The reason why it was carried out at Mrs. M's house was because the school hours were only until noon, but it was also very beneficial for researchers because of the availability of flexible time and the convenience of participants to provide the data needed by researchers.

C. Participants

In this study, the term population is not used. This study uses a social situation because it is more appropriate to the research method used. In a social situation, there are three elements, namely place, actors, and activities carried out simultaneously. This means that this study uses a sample called participant or informant. During the study, the researcher was accompanied by a teacher who taught at Askhabul Kahfi Junior High School, Polaman, Mijen, Semarang City. The participant for this study was only one teacher.

D. Research Type and Data Source

The type of data in this study is the experience of EFL teacher on the use of video captioning as a learning medium. Primary data will be collected by conducting direct interviews with participants and using WhatsApp. Data collection will be used to determine the experience of participants in this case as a teacher who integrates the use of video texts that are aligned with the culture and context of Islamic secondary schools.

E. Trustworthiness of the Data

This research is predominantly qualitative with a single case study approach that explains individual experiences descriptively so that data triangulation (interviews, questionnaires, documents) is more feasible (Denzin, N. K, 1970).

F. Method of collecting data

Data were collected through an agreement with one EFL teacher which was carried out twice, the first using a questionnaire with open-minded questions, while being accompanied by the researcher so that it could be communicated well when filling in the research data. then the second using an interview that focuses on experiential questions consisting of how teachers maximize and integrate multimedia-based learning, namely using video captioning that is aligned with the context of Islamic schools. Then, participants were facilitated to answer in Indonesian and the researcher changed it into English. Open data, exploring participants' thoughts, feelings, and experiences on a particular topic, and investigating in depth personal and sometimes sensitive issues. Questions must be neutral, open, unambiguous, and free from leading words (DeJonckheere & Vaughn, 2019).

In this research, the researcher applied steps to collect data, including:

1. Questionnaire

Questionnaires are a structured method of gathering information, allowing for consistent questioning across multiple respondents. This facilitates statistical analysis and the summarization of large data sets. They are widely used in various fields, including health, ecology, and telemedicine, to assess user experiences, needs, and other specific topics of interest. In order to capture both quantitative and qualitative data, questionnaires usually include a combination of open-ended questions and preset answer categories. They are frequently given to a representative sample of the intended audience, and the results are statistically examined (Barker, 1988).

Therefore, one of the data acquisitions that can be used by researchers is by providing questionnaires to respondents or participants. In this case, researchers use WhatsApp to provide the questionnaire. Researchers visit participants' homes to help fill out the questionnaires, so that teachers can interact more easily with researchers if there is confusion about the questions given and create useful dialogues to increase knowledge for researchers and participants. The questions given include how teachers integrate video captioning learning media for students attending Islamic-based schools.

2. Interview

Interviews are a critical component of both qualitative research and employment processes, serving as a versatile tool for data collection and candidate evaluation. Despite their widespread use, interviews present various challenges and opportunities for both interviewers and interviewees. Interviews are inherently difficult, whether they are conducted for work or research. In qualitative research interviews, methodological considerations like consent, authenticity, and power relations are important. These problems make it more difficult to discern between authenticity and truth and to comprehend the nature of narratives and the self (Nunkoosing, 2005). Managing interviewer and interview traits that may influence results, as well as guaranteeing validity and reliability, are issues in employment interviews (Campion & Arvey, 1982).

In the interview session, the researcher first guided the interview process. By doing so through several processes, the researcher dug deeper to obtain rich information about EFL teachers' experiences on the use of Video captioning learning media.

In this case, participants told as much detail and as completely as possible about the experiences they felt. Interview techniques can be carried out with semi-structured in-depth interviews. The results of the interviews were used to formulate data and investigate obstacles during the implementation of the strategy.

This was done by the researcher by asking participants to retell their experiences about using video captioning. Because the questions were in Indonesian, participants also used Indonesian to answer the questions given. The question for the teacher consists of 23 questions (**Appendix 2**).

The interview instrument grid is as follows:

Number	List of questions interview Guides
1	What circumstances and times do you employ video captioning for educational purposes?
2	How can you incorporate captioning for videos into your lesson plans?
3	What types of movies do you employ and how do they relate to Islamic values?
4	How students react when initially introduced to video captioning?
5	What results did you notice when students learnt to use video captioning?
6	Before, during, and after your video-captioned lesson, how did you feel?

7	Do you feel comfortable using this technology in an Islamic educational setting, and why?
8	How did students react to the use of video captioning, and how did you feel about their responses?
9	Do you feel this strategy is effective in improving students' understanding of English language materials?
10	What part of using video captioning do you think works well?
11	Are there any challenges or obstacles in using it, both from a technical perspective and from an Islamic values perspective?
12	What role does video captioning play in helping students understand English vocabulary and structure?
13	Are there any students who are having difficulties? If so, how do you deal with them?
14	Why can the use of video captioning improve or hinder students' listening comprehension?
15	How does video captioning help students in connecting English language understanding with Islamic values?
16	Is this method more effective than other methods you have used? Why?
17	Is there a relationship between student engagement and the type of video used?
18	What are the main lessons you learned from this teaching experience?

19	How do you assess the effectiveness of video captioning in English language learning in an Islamic-based environment?
20	What would you do differently if you had this experience to repeat?
21	What concrete steps will you take to increase the use of video captioning in your classroom?
22	How would you adapt the video selection to remain consistent with Islamic values and still be effective in improving students' English skills?
23	Are there any additional resources you need to increase the effectiveness of this method?

Adapted from Miles, M. B., Huberman, A. M.,
& Saldana, J (2014).

3. Documentation

Documentation is a data collection technique that involves collecting and reviewing textual, photographic, and audio. To obtain documentation, pre-existing data about the research problem is collected from books, journals, articles, internet sources, and other scientific materials. To obtain the substance of this research, researchers take pictures, record interview responses, and transcribe interviews.

G. Method of analyzing data

Data analytics is a broad field focused on extracting meaningful insights from data through a variety of methods and frameworks. Current research explores fundamental concepts and practical approaches, emphasizing empirical, cognitive, and design perspectives, as well as the importance of reproducibility and adaptability in modern data workflows (Grolemund & Wickham, 2014). The researcher began this data analysis with the first data collecting and proceeded till the study's conclusion. This study's qualitative data was analysed using the Miles and Huberman technique. As a result, the researcher's analysis will proceed in the following stages:

1. Data Collection

Data collecting is a core process spanning many scientific, technological, and social domains. It involves acquiring information to support research, assessment, monitoring, and decision-making. For now, online surveys and databases have become essential tools, offering efficiency and wide reach (Topp & Pawloski, 2002). In this study, the researcher used an open-ended questionnaire to find out how the Islamic culture and context existed in schools. Then, the researcher used direct interviews to find out how the integration of video captioning in Islamic schools could be a value for further improving students' listening comprehension.

2. Data Reduction

Data reduction is the process of selecting, focussing, simplifying, abstracting, and altering the data that exist

in written field notes or transcriptions (Miles, M. B., Huberman, A. M., & Saldana, J. 2014). Data reduction in this study focuses on teachers' experiences in English language learning on how to improve students' listening comprehension by using video captioning integrated in Islamic schools.

3. Data Display

Data display is a crucial aspect of data analysis and communication, influencing how effectively the information is perceived, understood, and acted upon. Displays allow academics to visualise the complexity of qualitative data and discover significant themes (Creswell, J. W, 2014). In this study, data is systematically organised from the data acquired, allowing conclusions and actions to be derived and presented in the form of narrative or descriptive prose based on the data in qualitative research.

4. Conclusion

The conclusion in academic work serves to synthesize the main findings, reflect on broader implications, and often suggest future directions or reforms. Conclusions are interpretations made from the data, indicating how the results answer the study questions or hypotheses (Creswell, J. W, 2014). Conclusions are not just summaries, but in-depth interpretations of the results of data analysis.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion, which includes an explanation of EFL teachers' reflections on the application of video captioning to students' listening comprehension.

A. Findings

1. How do the efl teacher's employ video captioning in teaching listening at an Islamic-based secondary school?

The following are the answers from the English teacher as a participant about the experience and teaching practices of English teachers to improve students' listening comprehension through video captioning learning. Data were obtained from filling out a questionnaire that the researcher sent via WhatsApp and direct interviews as primary research data. The following is the data classification carried out by the researcher based on the narratives and statements of previous participants (teachers) about their experiences using video captioning in EFL learning. The method used is narrative descriptive, based on the teachers' experiences. The data are described below.

a. Stages of Using Video Captioning

At this stage is the Teacher Experience which is the initial step where someone describes objectively about an experience that he has had. The main focus in this stage is to describe the situation factually without providing judgment or analysis. As done by English teacher in Islamic secondary schools. The teacher uses video

captioning media to support English learning to improve students' listening comprehension.

This cannot be separated from how teachers integrate learning using video captioning, then how relevant it is to Islamic values applied by Islamic schools, and how students respond to learning using video captioning which can be seen from the implementation of this method during classroom learning practices, as the teacher said that:

Pre-listening:

I choose videos that not only support English learning but also comply with Islamic values Educational videos about morals and ethics – teaching Islamic values such as honesty, hard work and social awareness...

I ask students to look at the title and discuss their predictions about what the video will contain....

While-listening:

I ask students to first watch the video without captions, then watch it again with captions to compare their understanding...

And then Students watch videos with captions and note down any new vocabulary they encounter...

Post-listening:

We discuss the content of the video and how the values conveyed in the video

can be applied in everyday life as a Muslim.

Usually, I use this method when I want to improve my students' reading and listening skills simultaneously while still instilling Islamic values in their learning...

This research data describes an English language learning approach that integrates listening skills development with Islamic values through video captioning.

A. Pre-listening: Setting the Context with Islamic Values

Before playing the video, Mrs.M carefully selects content that aligns with Islamic teachings, such as lessons on morality, ethics, honesty, hard work, and social responsibility. This ensures that the material is not only linguistically beneficial but also spiritually and ethically meaningful for Muslim students, to activate students' prior knowledge and engage their curiosity, the teacher asks them to:

- a) Examine the video title and discuss their predictions about its content.
- b) Reflect on how the topic might relate to Islamic principles they have learned before.

This stage prepares students mentally and emotionally, making them more receptive to both the language input and the moral lessons embedded in the video.

B. While-listening: Enhancing Comprehension and Vocabulary

During the listening phase, a scaffolded approach is used to ensure students grasp both the language and the message:

- a) First Viewing (Without Captions): Students watch the video without text to focus on listening comprehension, intonation, and contextual understanding.
- b) Second Viewing (With Captions): They rewatch the video with subtitles, allowing them to compare their initial understanding with the actual dialogue. This helps in recognizing gaps in comprehension.
- c) Vocabulary Building: Students note down new words and phrases, facilitating vocabulary acquisition in a meaningful context.

This dual-viewing method strengthens both listening and reading skills, as students engage with auditory and written forms simultaneously.

C. Post-listening: Application of Islamic Values

After watching, the class engages in discussions that connect the video's content to real-life Islamic practices:

- a) Content Analysis: Students discuss the main message of the video and how it aligns with Islamic teachings (e.g., honesty in dealings, perseverance in work, kindness to others).
- b) Practical Application: The teacher guides students to reflect on how they can

implement these values in their daily lives as Muslims.

This stage ensures that learning goes beyond language skills, fostering moral development and conscious ethical behaviour in line with Islamic principles. Diverse responses from diverse students to the responses given to learning using video captioning:

....Some students were very enthusiastic because they could understand the video better through the text that appeared. They felt more confident because they could connect the sound with the text which helped them recognize pronunciation and new vocabulary...

....Some students find it difficult to follow fast-paced text. They tend to focus more on reading the captions than listening to the audio, thus practicing their listening skills less naturally...

This statement describes the use of video-based learning with English subtitles in an EFL classroom at an Islamic secondary school. The videos used contained native speaker conversations that were relevant to the lesson theme. Students were expected to read, listen, and imitate the conversations in the videos.

Students' responses to this method varied: some showed enthusiasm, while others experienced difficulties, mainly due to the high speed of the conversation or lack

of confidence in pronunciation. To overcome these challenges, the teacher implemented strategies by providing simpler dialogues and conducting group activities to help students' understanding.

b. The impact of using video captioning

It has been shown that using video captioning in EFL classes can significantly improve students' language learning, especially in the areas of vocabulary mastery and listening comprehension. Captions help learners bridge the gap between spoken and written English by offering simultaneous visual and audio data. This improves word recognition, pronunciation, decoding, and grammatical structure. Research in multimedia learning (Richard E. Mayer, 2009) demonstrates how this dual-channel strategy enhances cognitive processing and memory. Video captioning is another way to combine language instruction with Islamic principles in Islamic educational settings. It enables students to interact with real English content while promoting moral and ethical discourse. To optimise language and religion learning outcomes, its efficacy necessitates careful execution, which includes choosing the right videos, modifying the tempo, and providing guided exercises. Then, how can the application of video text relate to Islamic-based schools, as stated by Mrs.M, who was a participant in the research:

The use of video captioning can improve students' listening comprehension because they can directly connect the sound to the text...

However, there are several challenges that can hinder students' understanding, namely that some students focus more on reading subtitles than listening to audio...

I choose videos that contain Islamic moral and ethical messages, such as the concept of honesty and hard work in everyday life. When students see the text in the caption, they not only learn vocabulary and language structure, but also understand how Islamic values can be conveyed in English. Students can watch the video and understand how the concept is applied in everyday life....

The statement above explains that the use of video captions has a significant impact on students' English skills because they can directly connect the sound to the text. This helps them understand the pronunciation of words, intonation, and meaning in a broader context. There are challenges in its implementation that can hinder their ability to understand English auditorily without relying on text.

However, the videos used in learning contain Islamic moral and ethical messages, such as the concepts of honesty and hard work. By viewing the text in the caption, students not only learn vocabulary and language structure, but also understand how Islamic values can be conveyed in English. In addition, the Islamic-based educational environment also influences the teaching methods

applied. Mrs.M try to instill the values of patience and perseverance in learning and encourage cooperation between students, so that they can help each other understand the material being taught.

2. What are teachers' experiences about the effectiveness of video captions on EFL students' listening comprehension?
 - a. Perceived Benefits of Video Captioning

Teachers' reflection experiences have shown that the use of video captioning in EFL classes at Islamic secondary schools has several pedagogical advantages. Although Mrs. M was first sceptical of its efficacy, she quickly found that this multimodal method greatly improved the language acquisition process. In addition to enhancing hearing comprehension, the visual reinforcement of captions promoted vocabulary growth and grammatical comprehension. Especially in the context of Islamic schools, where integrating values is crucial, video captioning fulfilled two functions: improving linguistic skills while maintaining religious and cultural relevance. Teachers observed marked improvements in student engagement and performance, validating video captioning as an effective instructional tool that aligns with both educational objectives and Islamic principles. This section explores these perceived benefits through teachers' firsthand accounts, beginning with their initial reservations and culminating in their post-implementation assessments.

*Before teaching with video
captioning:*

I am curious and a little worried whether this method will be effective for my students...

During teaching:

I feel happy and more confident because I see students are more focused and interested in the videos used. They are more active in noting down new vocabulary, and some even seem to enjoy the learning process this way. I also feel challenged to ensure that the videos used are truly relevant to learning and in accordance with Islamic values...

After teaching:

I feel quite satisfied and motivated because I see positive results. My students seem more confident in listening and understand more new vocabulary...

I feel quite comfortable using video captioning in my lessons, especially since this technology helps studentssee how words are pronounced, understand sentence structure better, and improve comprehension of new vocabulary...

.....In the context of Islamic schools, I need to make a strict selection of the videos used. I ensure that the videos selected are not only in accordance with the curriculum, but also in line with Islamic values....

This statement describes Mrs.M's mixed feelings about implementing video captioning in learning. Initially, the teacher felt enthusiastic and optimistic that this method could improve students' engagement and listening skills. However, there were concerns about whether all students could follow the material well and gain the same benefits. The teacher also observed some students' hesitations who found the dialogue in the video difficult, which raised concerns about their motivation. However, the teacher felt motivated and encouraged by the enthusiasm of the students who actively participated and even requested the use of video captioning in learning.

b. Challenges in Implementation

Although video captioning has been shown to improve students' vocabulary and listening comprehension, there are a number of important obstacles that teachers must overcome when implementing it in Islamic secondary school settings. These challenges can be broadly divided into three groups: concerns with student adaptation, educational modifications, and technical constraints. Instructors said they struggle with poor classroom IT infrastructure, such as erratic internet connections and inadequate projectors. Finding proper content is another difficulty because teachers have to carefully screen movies for both language correctness and consistency with Islamic beliefs. Additionally, pupils' differing reading levels lead to differences in how quickly they comprehend captions, necessitating the development of adaptive teaching methods.

In my opinion, the most successful part of using video captioning is the improvement of students' listening and vocabulary skills. With text supporting the audio, students can more easily understand new words and see how sentence structures are used in real contexts....

obstacles faced:

....There are several technical challenges that I face. One of them is the availability of videos with accurate captions. Not all videos provide subtitles that are correct or appropriate for the students' ability level....

.....Not all classrooms have adequate facilities such as projectors or stable internet connections. To overcome this...

...Some students have difficulty, especially in reading captions that move too quickly...

implemented solutions:

To overcome this, I did several strategies, such as playing the video twice. First without subtitles to train listening, then second with subtitles so they can better understand the text and its context and Using the 'pause' feature on difficult

parts so students can read and understand the text before continuing...

...I usually download the video first and make sure the subtitles are checked before showing it to the students....

This statement evaluates the use of video captioning in EFL classroom English learning. On the positive side, video captioning increases students' engagement, helps them recognize pronunciation patterns by imitating native speakers, and enriches vocabulary indirectly. In addition, the visual elements in captioning strengthen listening skills and make learning more interactive. However, there are challenges faced, such as differences in students' comprehension levels, where some students have difficulty following the speed of the conversation in the video. In addition, some students feel reluctant to practice speaking due to lack of confidence.

c. Recommendations for Improvement

Building on video captioning's proven ability to increase vocabulary learning and listening comprehension, a few tactical tweaks can maximise its use in EFL classes in Islamic secondary schools. To optimise learning results, educators advise a multi-pronged strategy that incorporates pedagogical, content-based, and technology improvements. Developing more advanced caption customisation strategies to accommodate different learning styles, improving pre- and post-viewing activities to enhance comprehension, and building a carefully

selected library of video resources that are in line with Islamic principles are some of the main areas of concentration. The guidelines place a special emphasis on using more deliberate discussion frameworks and assessment techniques to improve the relationship between language acquisition and Islamic education. These suggested enhancements seek to overcome present drawbacks while enhancing video captioning's effectiveness as a dynamic, multimodal teaching tool that accommodates different learning preferences. The following participant insights emphasise doable actions to improve the technical implementation and instructional value of video captioning in this special learning environment. They are based on first-hand classroom experience and provide specific recommendations.

I found that by reading texts while listening, students grasped the meaning of words and sentence structures more quickly. In addition, they were more confident in understanding English conversations without having to ask questions or feel confused all the time...

Compared to traditional methods, video captioning provides a more interactive, engaging learning experience and supports a variety of student learning styles, both more visual and auditory....

I will further strengthen the teaching strategies before and after watching the

video so that students get maximum understanding such as Before watching the video, I will make sure students understand the keywords that appear in the caption so that they can more easily follow the contents of the video then after watching I will give more open questions so that students not only understand the language, but also relate the contents of the video to Islamic experiences and values.

Students' listening skills are an important part of implementing the video captioning method to improve students' listening comprehension, which is also supported by the Islamic culture or values that are applied.

3. How to maximize the video captioning as a strategy in teaching listening at an Islamic-based secondary school?
 - a. Pedagogical Strategies for Enhanced Engagement

Deliberate pedagogical approaches that maximise student engagement and learning outcomes are necessary for the successful use of video captioning in EFL classes. By organising activities into three main stages pre, during, and post-viewing teachers can increase the impact of captioning. In addition to strengthening vocabulary acquisition, grammatical comprehension, and the integration of Islamic principles, these tactics seek to improve listening comprehension. Multimodal strategies that combine visual and aural inputs have been shown to dramatically increase language recall (Richard E. Mayer, 2009).Especially when combined with focused

vocabulary pre-teaching and post-viewing reflection exercises. These teaching strategies are especially important in Islamic educational settings because they offer chances to link language acquisition with moral instruction. From value-based talks that go beyond language proficiency to preparatory vocabulary activities, the following participant recommendations show useful, classroom tested strategies for optimising engagement through video captioning.

To improve the use of video captioning in my classroom, I will take the following concrete steps:

..I will provide a list of key vocabulary before the video plays, so they are better prepared to understand the content of the video...I would try playing the video without captions first so that students can focus more on listening, then repeating with captions to help their understanding...I will ask students to copy and analyze sentences from the captions to reinforce their understanding of grammar and vocabulary...After watching, I will invite students to relate the contents of the video to Islamic values, for example how the characters in the video demonstrate Islamic manners or ethics...I would recommend Islamic videos in English with captions as practice material outside of class.

In the explanation above, it can be described that To increase the effectiveness of using video captioning in learning, Mrs.M will adjust the speed of the video to suit students' abilities, encourage discussions in small groups, and provide opportunities for gradual repetition of the material. In addition, Mrs.M will be more selective in choosing videos that are in accordance with Islamic values and instill an attitude of patience and cooperation in learning. I will also use a personal approach to build students' confidence in speaking English

B. Discussion

After receiving the research results, this section provides a discussion of the findings. A teacher was interviewed to obtain the results of the use of video text media to improve student listening comprehension. In line with the teacher's experience, narrative descriptive provides a framework for analyzing experiences, and because it is narrative, it works best in narrated sessions, allowing you to learn and plan from successful and unsuccessful attempts. Captioned videos serve as a good enough tool in language education, offering pedagogical, cognitive, and psychological benefits. They improve linguistic content comprehension in foreign language learning situations by bridging the gap between reading and listening skills (Phuc, 2022). The findings reveal that video captioning is perceived as effective for teaching listening in Islamic schools, particularly when combined with value-based content. To maximize its potential, teachers should adopt structured strategies (e.g., phased listening, vocabulary support) and address technical limitations. By aligning the method with Islamic values and student needs, video captioning can become a sustainable and impactful tool for EFL listening instruction.

Therefore, Video captions are widely used in language learning, especially to improve listening comprehension and vocabulary acquisition in second language (L2) learners. This method gives the student visual support to help them comprehend the spoken language by projecting text on the screen that matches the auditory content.

One method that can find out how video captioning works on students' listening comprehension is through teacher experience. As when teachers use a pedagogical approach involving gradual reduction of text (from full to none) can help learners transition to real-world listening scenarios without text. This method is positively received by learners, as it increases self-confidence and reduces reliance on text (Nature, 2013). Although their usefulness can vary depending on a number of circumstances, video captions are a commonly utilised tool in language learning because they provide learners with access to actual video content that might otherwise be difficult to understand. They are especially helpful in strengthening listening and comprehension skills.

Based on the interview results, the use of video captioning for listening comprehension is a process of evaluating teaching experiences, which shows that video captioning is a very useful and effective learning medium. On the other hand, video captioning has a weakness, namely the availability of videos with accurate captions. Not all videos provide correct subtitles or are appropriate for the student's ability level. Sometimes, there are errors in the transcription that can confuse students. Despite some weaknesses, teachers argue that the use of video captioning can help students understand English sentence structure and grammar, which makes it easier for students to improve their listening comprehension, because students can more easily understand new words and see how sentence structures are used in real contexts.

According to Thomas J. Garza, that the article discusses a study evaluating the use of captioning in

foreign language programs to enhance students' comprehension of film and television segments. The research, conducted using Russian and ESL as target languages, found a positive correlation between captions and increased comprehension of the linguistic content, suggesting that captions can bridge the gap between reading and listening competence.

In another study by Wu, H., Yu, P., Yang, S., & Chen, X, which is in line with the researcher's findings, it is explained that the impact of video captioning on Chinese EFL undergraduates' comprehension and vocabulary acquisition. Results showed that CECGW videos scored higher in listening comprehension, while bilingually captioned videos improved listening comprehension. However, no significant differences were found in form recognition in vocabulary tests. The findings of this article suggest that the use of video captioning can provide benefits in improving listening comprehension, especially when the type of captioning used is appropriate to the learner's needs. Furthermore, although no significant differences were found in vocabulary form recognition, the results of this study strengthen the evidence that captioning strategies can influence certain aspects of language acquisition. Therefore, further research is needed to explore other factors that may contribute to the effectiveness of video captioning in language learning, such as exposure duration, material complexity, and individual learner preferences.

Research conducted by Maribel Montero Perez, Elke Peters and Piet Desmet also explains that the study examined the impact of captioned video on listening

comprehension and L2 learners' perception of its usefulness. 226 university-level students watched French clips in three conditions: without captions, fully captioned, and keyword captioned. Results showed that full captioning outperformed no captioning and keyword captioning on global comprehension questions. However, no difference was found between keyword and no captioning groups. Full captioning was considered useful for speech decoding and meaning-making processes, while keyword captions were considered distracting.

The results of the study conducted by Maribel Montero Perez, Elke Peters and Piet Desmet highlighted that the use of full captioning is more effective in improving listening comprehension compared to keyword captioning or no captions. This suggests that full access to text can help learners decode speech and understand the overall meaning. However, findings on the distractive effects of keyword captioning indicate that not all types of captioning provide the same benefits. Therefore, in implementing video captioning for language learning, it is important to consider the type of caption that best suits the needs and proficiency level of learners so that optimal results can be achieved.

Then, still in the realm of using video captioning for listening comprehension, this can be seen from research conducted by Yufen Hsieh, which explains that the study examined the impact of video caption type on vocabulary learning and listening comprehension in low-intermediate Chinese-speaking English learners. Five caption types were used: no caption (NC), full caption with no audio (FCNA), full caption (FC), full caption with

highlighted target-word (FCHTW), and full caption with highlighted target-word and L1 gloss (FCL1). The results showed that caption type did affect vocabulary learning, with FCL1 facilitating word form and meaning, while FCNA or NC did not help with written words.

The findings of this study conducted by Yufen Hsieh show that the type of caption used in learning videos can affect the effectiveness of comprehension and listening comprehension acquisition. The use of FCL1 was shown to be superior in helping learners recognize word forms and meanings, indicating that the addition of a glossary in the first language (L1) can strengthen the association between word forms and meanings. In contrast, no audio (FCNA) or no captions at all (NC) did not contribute significantly to written language knowledge. Therefore, choosing the right type of caption is an important factor in designing video-based learning strategies to improve vocabulary mastery and listening skills.

There is another study from Syamsul Bahri Ys, Cut Nadhira, and Tengku Maya Silviyanti according to her This study examines the impact of video text on listening comprehension of second grade students at SMA Laboratorium Unsyiah. A pretest-posttest design was used, with 24 students as the control and 24 as the experimental group. The results showed that video text significantly improved students' listening comprehension, with the experimental group outperforming the control group in the post-test. This suggests that video text can be an effective teaching tool for English language learning.

The findings of Syamsul Bahri Ys, Cut Nadhira, and Tengku Maya Silviyanti strengthen the evidence that the use of video text in English learning can significantly improve students' listening comprehension. The superiority of the experimental group in the post-test shows that visual access to text in the video can help students capture information better than conventional methods. In addition, the results of this study confirm that the integration of technology in language learning can have a positive impact, especially in developing receptive skills such as listening. Therefore, the application of video text can be a recommended strategy in teaching English at the secondary school level.

Then, In the research conducted by M. Yeldham, he stated something that was the opposite of the research statement explained by previous researchers, that Captioning is often used to enhance second language learners' listening abilities by providing access to authentic videos. However, some studies suggest that learners often read captions instead of listening to speakers, merely improving their reading skills. This article investigates past studies to determine how learners process videos and finds that less-proficient learners read more texts, while more-proficient learners use a wider range of cues.

The findings of this article by Yeldham suggest that the effectiveness of captioning in second language learning may depend on the proficiency level of the learner. While low-proficiency learners tend to rely more on text, those who are more proficient are able to utilize a variety of multimodal cues, such as intonation, facial

expressions, and visual context. Therefore, pedagogical strategies that optimize the use of captioning, such as listening strategy training or adjusting the type of captioning to the learner's proficiency level, may help maximize its benefits in improving listening skills.

Then, according to research conducted by M.Yeldham, he explained that interest in captioned videos for second language learning has grown due to the availability of authentic materials and platforms. Teachers use these videos to improve listening skills, but some argue that viewing primarily enhances reading skills. Three studies, Taylor (2005) and Winke et al. (2013), examine viewers' processing strategies and long-term impact on learners' comprehension. Further research is needed to verify these findings. It is explained that, although video captioning is increasingly used in second language learning due to the availability of authentic materials, its effectiveness in improving listening skills is still debated. Several previous studies have highlighted that text processing in videos is more likely to improve reading skills than listening skills. Therefore, further research is needed to understand how learners process information from video captioning and its long-term impact on listening comprehension. Further research can also explore factors such as language proficiency level, captioning type, and the most effective learning strategies in utilizing video captioning for language learning.

From the explanation above and also the results of the EFL teacher research on the use of video captioning, the researcher found that this application has a positive experience. The teacher believes that video captioning is

an efficient learning media and helps students in listening comprehension because it is supported by text that supports audio then words or sentence structures used in real contexts because they are displayed through videos and the adjustment of videos to Islamic-based school culture. Thus, the teacher plans to use this media by strengthening teaching strategies before and after watching the video so that students gain maximum understanding. This media is still lacking. seen from the example, when students complain because the caption moves too fast. They find it difficult to understand the text while listening to audio at the same time. However, the teacher applies a strategy, namely Playing the video twice, First without captions to practice listening, then second with captions so that they can understand the text and context better then Using the 'pause' feature on difficult parts so that students can read and understand the text before continuing.

In addition, the very obvious difference between the results of this study and previous studies shows that this study uses a narrative descriptive approach by Miles and Huberman's theory for video captioning media in English language learning, especially in improving students' listening comprehension. Previous research has rarely found research on video texts taken from the perspective of teachers' experiences of integrating them in Islamic secondary schools, where the context and culture must also be adjusted (I-read). In addition to the media used, there are also several studies that only discuss teacher experience in general.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections: conclusion and suggestion.

A. Conclusion

1. EFL Teachers' Instructional Practices with Video Captioning in Islamic Secondary Schools

The study found that EFL teachers at Islamic secondary schools employ video captioning in a structured manner, integrating it into pre-listening, while-listening, and post-listening activities. Teachers carefully select videos that align with Islamic values, such as those emphasizing moral and ethical lessons (e.g., honesty, hard work). Challenges include technical limitations (e.g., unreliable internet, inadequate projectors) and the need to balance caption reliance with listening skill development. Despite these hurdles, teachers adapt by using strategies like dual-viewing (first without captions, then with captions) and pausing videos for deeper comprehension.

2. Teachers' Perceptions of Video Captioning Effectiveness

Teachers reported that video captioning significantly enhances students' listening comprehension, vocabulary acquisition, and grammatical understanding by providing multimodal input (audio + text). However, lower-proficiency students often over-relied on captions, focusing more on reading than listening. Teachers emphasized the importance of aligning video content with Islamic values to ensure cultural and religious relevance,

which also boosted student engagement. The method was deemed more effective than traditional approaches but requires careful implementation to address disparities in students' reading speeds and comprehension levels.

3. Strategies to Maximize Video Captioning in Islamic Schools

To optimize video captioning, teachers proposed:

- a) **Pre-teaching vocabulary** to prepare students for video content.
- b) **Gradual caption reduction** (e.g., starting with full captions, then transitioning to partial or no captions) to wean students off text reliance.
- c) **Islamic-content curation**, such as using videos with moral themes or dubbing/modifying secular materials to adhere to Islamic norms.
- d) **Technical improvements**, including better classroom technology and teacher training. These strategies aim to harmonize language learning with Islamic pedagogy while addressing infrastructural and pedagogical challenges.

B. Suggestion

Based on the conclusions above, the teacher will try to provide some suggestions that can be useful for teachers, students, and further researchers.

1. Enhancing Teaching Strategies with Video Captioning

Teacher should integrate pre-listening and post-listening activities to ensure students actively engage with the content rather than

relying solely on captions. A gradual approach, such as starting with full captions and later transitioning to partial or no captions, can help students develop stronger listening comprehension skills while reinforcing Islamic values.

2. Encouraging Independent and Reflective Learning for Students

Students should be encouraged to watch English videos with captions outside the classroom and gradually transition to listening without captions. Keeping a vocabulary journal and participating in peer discussions about video content can help them apply newly learned words and concepts while connecting language learning with real-life Islamic values.

3. Conducting Further Research on Video Captioning in Islamic-Based Education

Future researchers should explore how different captioning techniques (full, partial, or keyword captions) impact student comprehension at different proficiency levels. Additionally, investigating the role of Islamic-based education in shaping students' engagement and motivation in language learning can provide valuable insights for improving teaching strategies in similar educational contexts.

Thus, this thesis served the readers. The researcher realizes that it is still far from perfection. The researcher hopes for some suggestions and criticism to make it better. Hopefully, this research can be useful for the researcher and all the readers

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APPENDICES

Appendix 1: Questionnaire

1. How would you describe your experience teaching in an Islamic-based educational environment?
2. Are there any Islamic values that you integrate into listening learning using video captioning?
3. In your opinion, how do Islamic values in the school environment influence your approach to teaching listening comprehension?
4. How do you ensure that video captioning material is in accordance with Islamic values?
5. Are there any aspects of the Islamic-based educational environment that influence your reflections on the use of video captioning?

Appendix 2: Interview Guidelines

1. When and in what situations do you use video captioning in learning?
2. How do you integrate video captioning into your lesson plans?
3. What types of videos do you use, and how are they relevant to Islamic values?
4. How did students react when they were first introduced to video captioning?
5. What outcomes did you notice after students learned to use video captioning?
6. How did you feel before, during, and after teaching with video captioning?
7. Do you feel comfortable using this technology in the context of an Islamic school? Why?
8. How did students respond to the use of video captioning, and how did you feel about their reactions?
9. Do you feel that this strategy was effective in improving students' comprehension of English language materials?
10. Which parts of the use of video captioning did you find successful?
11. Were there any challenges or obstacles in using it, both technically and from an Islamic values perspective?
12. How did video captioning help students understand English vocabulary and structure?
13. Were there any students who had difficulties? If so, how did you overcome them?
14. Why might the use of video captioning improve or hinder students' comprehension in listening comprehension?
15. How did video captioning help students connect their English comprehension with Islamic values?

16. was this method more effective than other methods you have used? Why?
17. Is there a relationship between student engagement and the type of video used?
18. What are the main lessons you learned from this teaching experience?
19. How would you rate the effectiveness of video captioning in teaching English in an Islamic-based environment?
20. What would you do differently if you were to repeat this experience?
21. What concrete steps would you take to improve the use of video captioning in your classroom?
22. How would you adjust the video selection to remain in line with Islamic values and still be effective in improving students' English skills?
23. Are there any additional resources you need to increase the effectiveness of this method?

Appendix 3: Participants' Responses to Questionnaire

1. How would you describe your experience teaching in an Islamic-based educational environment?

The experience of teaching in an Islamic-based educational environment provides a different nuance compared to other educational environments. Here, Islamic religious values greatly influence the teaching and learning process, both in the formation of students' characters and in the way we as teachers interact with them. I feel more called to not only teach English, but also to instill moral values, ethics, and mutual respect that are in accordance with Islamic teachings. On the other hand, this environment also provides challenges, especially in maintaining a balance between academic material and religious values. However, I feel this is an opportunity to integrate Islamic teachings into English learning, for example by choosing teaching materials that not only support language acquisition but also reflect good moral values.

2. Are there any Islamic values that you integrate into listening learning using video captioning?

Yes, in teaching listening skills using video captioning, I try to integrate Islamic values that are relevant to the material I teach. One of the values that I emphasize is the importance of patience and perseverance, as taught in Islam. I remind students that the process of learning a language, including listening to and understanding video content, requires consistent effort and not giving up easily. I communicate this by providing encouragement when students find it difficult to understand what they hear. In addition, I also emphasize the value of helping each other (ta'awun) in study groups. I encourage students to help each other

when watching videos together, share their understanding, and discuss what they hear, so that they feel supported in learning.

3. In your opinion, how do Islamic values in the school environment influence your approach to teaching listening comprehension?

The Islamic values in the school environment greatly influence my approach to teaching listening comprehension. One of the values that influences me the most is the importance of good intentions (ikhlas) in every action. In teaching, I try to make students feel that learning is part of their worship, not just an academic obligation. This helps them to be more focused and appreciate the learning process, including listening skills. In addition, the value of patience (sabr) taught in Islam is also very relevant in teaching listening comprehension. I realize that understanding material in a foreign language, especially through audio or video, can be a big challenge for students. Therefore, I always remind them to be patient and keep trying, even though they sometimes have difficulty understanding certain words or phrases. I also teach that learning is a gradual process, and every mistake is part of learning.

4. How do you ensure that video captioning material is in accordance with Islamic values?

To ensure that the video captioning material I use is in accordance with Islamic values, I always carefully select the video content that will be displayed. I choose videos that not only support English language teaching but also contain positive messages, promote good morals, and do not conflict with Islamic teachings. For example, I choose videos that display the values of honesty, cooperation, respect, and the importance of seeking knowledge, which are values that are highly valued in Islam.

5. Are there any aspects of the Islamic-based educational environment that influence your reflections on the use of video captioning?

Yes, aspects of the Islamic educational environment greatly influence my reflections on the use of captioned videos. One of the values that I consider very much is the importance of maintaining moral and ethical values in every aspect of learning. In an Islamic environment, I feel a responsibility to ensure that the materials I choose, including captioned videos, not only teach English, but also set a good example for students, such as respecting others, displaying good morals, and avoiding content that could damage Islamic values.

Appendix 4: Transcript of Interview

1. When and in what situations do you use video captioning in learning?

I use video captioning in various stages of learning, for example Pre-listening I ask students to look at the title and discuss their predictions about the content of the video. While-listening Students watch the video with captions and note down any new vocabulary they encounter. Post-listening We discuss the content of the video and how the values conveyed in the video can be applied to everyday life as a Muslim. Usually, I use this method when I want to improve students' reading and listening skills simultaneously while still instilling Islamic values in their learning.

2. How do you integrate video captioning into your lesson plans?

I incorporate video captioning into my lesson plans by aligning it with specific learning objectives. For example, to improve listening comprehension: I have students first watch a video without captions, then watch it again with captions to compare their understanding.

3. What types of videos do you use, and how are they relevant to Islamic values?

I choose videos that not only support English learning but also align with Islamic values educational videos about morals and ethics that teach Islamic values such as honesty, hard work, and social awareness.

4. How did students react when they were first introduced to video captioning?

When I first introduced video captioning in English learning, students' reactions were mixed. Some students were very enthusiastic because they could understand the video better

through the text that appeared. They felt more confident because they could connect the sound with the text, which helped them recognize pronunciation and new vocabulary. However, there were also some students who found it difficult to follow the fast-paced text. They tended to focus more on reading the captions than listening to the audio, so they did not practice their natural listening skills. To overcome this, I provided strategies such as watching the video without captions first, then watching it again with captions to check their understanding.

5. What outcomes did you notice after students learned to use video captioning?

After using video captioning in my lessons, I saw significant improvements in several aspects of my students' English skills, such as: Students are better able to understand native speakers' speech because they can connect text to sound, and by reading captions while listening, students are more helped in recognizing the correct pronunciation of words.

6. How did you feel before, during, and after teaching with video captioning?

Before teaching with video captioning, I was curious and a little worried whether this method would be effective for my students. I wondered if they could follow the text while listening or would be distracted by the captions. However, I remained enthusiastic because I believed this could help improve their listening skills. Then During teaching, I felt happy and more confident because I saw students were more focused and interested in the videos used. They were more active in noting down new vocabulary, and some even seemed to enjoy the learning process in this way. I also felt challenged to ensure that the videos used were truly relevant to learning and in accordance with Islamic values. Next After teaching, I felt satisfied and

motivated because I saw positive results. My students seemed more confident in listening and understood more new vocabulary. I also felt more confident that I could continue to use this method with various adjustments to make it more effective in improving their English comprehension while still maintaining Islamic values in learning.

7. Do you feel comfortable using this technology in the context of an Islamic school? Why?

I feel quite comfortable using video captioning in my lessons, especially since it helps students understand English more effectively. They can see how words are pronounced, understand sentence structures better, and improve their understanding of new vocabulary. However, in the context of an Islamic school, I need to be very selective about the videos I use. I make sure that the videos I choose are not only in line with the curriculum, but also in line with Islamic values. Some of the challenges I face are finding videos with quality Islamic content in English and adjusting them to the students' level of understanding. But with the right selection, I am confident that this technology can be a useful learning tool for Muslim students.

8. How did students respond to the use of video captioning, and how did you feel about their reactions?

Students' responses to the use of video captioning were very diverse. Most students were interested and enthusiastic because they could understand the contents of the video more easily. They said that captions helped them connect between sound and text, so they could recognize pronunciation and meaning of words in English more quickly. However, there were also some students who initially found it difficult to follow the fast-paced text. They focused more on reading than listening, so they did not practice listening naturally. To overcome this, I provided a gradual

strategy, such as watching the video without captions first, then watching it again with captions to ensure their understanding. Seeing their development, I felt very happy and satisfied. I could see how they were becoming more confident in understanding English and more active in discussions after watching the video.

9. Do you feel that this strategy was effective in improving students' comprehension of English language materials?

I feel that this strategy is quite effective in improving students' understanding of English materials. One of the most visible aspects is the improvement in listening skills and vocabulary. Then since using video captioning, I see that students, find it easier to understand conversations in English, because they can see the text and hear the pronunciation at the same time. Quicker to grasp new words and phrases, because they see firsthand how they are used in real contexts and More confident in speaking, because they learn intonation and pronunciation from native speakers in the video.

10. Which parts of the use of video captioning did you find successful?

In my opinion, the most successful part of using video captioning is improving students' listening and vocabulary skills. With text supporting the audio, students can more easily understand new words and see how sentence structures are used in real contexts.

11. Were there any challenges or obstacles in using it, both technically and from an Islamic values perspective?

In using video captioning, there are several technical challenges that I face. One of them is the availability of videos with accurate captions. Not all videos provide correct subtitles or are appropriate for the students' ability level. Sometimes, there are errors in the transcription that can confuse them. In addition,

access to technology is also a challenge. Not all classrooms have adequate facilities such as projectors or stable internet connections. To overcome this, I usually download the video first and make sure the subtitles are checked before showing it to students. If necessary, I also adjust the text or provide a glossary to make it easier for students to understand the material.

12. How did video captioning help students understand English vocabulary and structure?

Video captioning also plays a big role in helping students understand English sentence structure and grammar. By reading the text while listening to the pronunciation, they can recognize sentence patterns more quickly. I often ask students to observe the sentence patterns in the subtitles and discuss them after watching the video. For example, in a video of everyday conversation, they can see how native speakers use the present continuous or past simple in different situations. This helps them understand grammar more naturally than just learning it from a textbook.

13. Were there any students who had difficulties? If so, how did you overcome them?

Yes, some students have difficulty, especially in reading captions that move too fast. They find it difficult to understand the text while listening to the audio at the same time. To overcome this, I apply several strategies, such as: Playing the video twice: First without captions to practice listening, then the second with captions so they can understand the text and context better. Then Using the 'pause' feature on difficult parts so students can read and understand the text before continuing and Choosing videos with an appropriate speaking speed so students can follow the subtitles more comfortably.

14. Why might the use of video captioning improve or hinder students' comprehension in listening comprehension?

The use of video captioning can improve students' listening comprehension because they can directly connect sound to text, but there are several challenges that can hinder students' understanding, namely: Some students focus more on reading subtitles than listening to audio, so they don't really practice their listening skills. If students are not used to reading quickly, they can have difficulty following subtitles and eventually lose focus on the audio.

15. How did video captioning help students connect their English comprehension with Islamic values?

Captioning videos helps students connect English language learning with Islamic values by clarifying the meaning of words and phrases in an Islamic context. I choose videos that contain Islamic moral and ethical messages, such as the concepts of honesty and hard work in everyday life. When students see the text in the captions, they not only learn vocabulary and language structures, but also understand how Islamic values can be conveyed in English. Students can watch the video and understand how the concepts are applied in everyday life according to Islamic teachings.

16. Was this method more effective than other methods you have used? Why?

In my experience, video captioning is more effective than traditional methods such as just listening to audio or reading text in a book. It can improve listening comprehension, because students can connect the sound to the text, making it easier for them to recognize words spoken quickly or with different accents. It can also expand vocabulary contextually, because they see words in real use, not just in a vocabulary list. It can help students

with different learning styles, especially those who understand better through a combination of visuals and audio.

17. Is there a relationship between student engagement and the type of video used?

Yes, I see that the type of video used greatly influences student engagement. Students are more engaged when the videos used are Relevant to their lives, for example videos that discuss everyday situations such as conversations at school, at home, or in social interactions and Relevant to Islamic values, such as videos that teach morality, or ethics in Islam.

18. What are the main lessons you learned from this teaching experience?

One of the main lessons I learned from this experience is that video captioning is quite effective in helping students understand English, especially in listening skills and vocabulary. I noticed that by reading the text while listening, students grasped the meaning of words and sentence structures more quickly. In addition, they were more confident in understanding English conversations without having to constantly ask questions or feel confused. Compared to traditional methods, video captioning provides a more interactive, engaging learning experience, and supports a variety of student learning styles, both more visual and auditory.

19. How would you rate the effectiveness of video captioning in teaching English in an Islamic-based environment?

In my experience, video captioning is enough effective in improving students' English comprehension in Islamic-based environments such as Improving listening skills Students find it easier to understand pronunciation and sentence structure because they can read the text while listening.Enriching vocabulary They can see how words are used in real contexts, which helps them

remember and use them in conversation. Facilitates students with different learning styles. Students who are more visual or auditory can learn in a way that suits them.

20. What would you do differently if you were to repeat this experience?

I will further strengthen the teaching strategies before and after watching the video so that students get maximum understanding such as Before watching the video, I will make sure students understand the keywords that appear in the caption so that they can more easily follow the contents of the video then after watching I will give more open questions so that students not only understand the language, but also relate the contents of the video to Islamic experiences and values.

21. What concrete steps would you take to improve the use of video captioning in your classroom?

To improve the use of video captioning in my class, I will take several concrete steps including, I will provide a list of key vocabulary before the video is played, so that they are better prepared to understand the content of the video then I will try to play the video without captions first so that students can focus more on listening, then repeat with captions to help their understanding continue I will ask students to copy and analyze sentences from the captions to strengthen their understanding of grammar and vocabulary then After watching, I will invite students to relate the content of the video to Islamic values, for example how the characters in the video demonstrate Islamic manners or ethics.

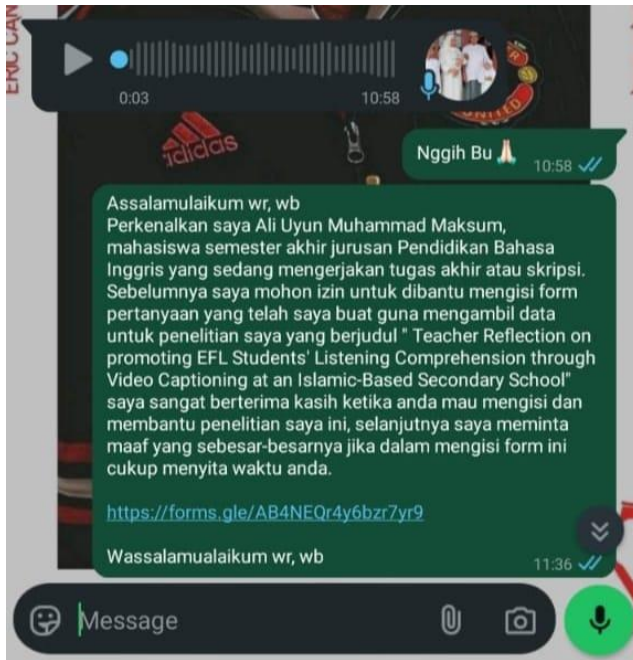
22. How would you adjust the video selection to remain in line with Islamic values and still be effective in improving students' English skills?

I will choose videos with positive and meaningful content, namely videos that contain moral messages, inspirational stories, or Islamic values, then avoid content that is contrary to Islamic values, I ensure that the video does not contain elements of violence, harsh language, inappropriate music, or content that is contrary to Islamic manners, and provide Islamic reflections after watching, after watching, I invite students to discuss how Islamic values can be applied in the situations in the video, so that they not only learn language but also build character.

23. Are there any additional resources you need to increase the effectiveness of this method?

To increase the effectiveness of this method, I need some additional resources, especially in terms of technology and supporting devices such as more optimal multimedia devices. If possible, having a projector with better sound quality or headphones for students will be very helpful so that they can focus more on listening comprehension.

Appendix 5: Interview documentation and assistance in filling out the Google form







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