

# The Use of Video Subtitles in Increasing Students' Arabic Listening Skills

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## ABSTRACT

This research aims to determine the impact of subtitled videos on students' Arabic listening skills. This research uses a quantitative approach and a one-group experimental method. The pre-test is given before the treatment, and the post-test is given after the treatment. The data collection process uses observation, documentation and tests. The research sample was 60 first-semester students in an Arabic listening class. This research was carried out from September to December 2023. The results showed  $P < \alpha (0.05) = 3.0329 < (0.05)$ , or  $t\text{-count} > t\text{-table} = -21.1671 > 2.0009$ . This means that subtitled videos positively impact learning to listen to Arabic. Students' listening skills have also improved compared to before using video subtitles. Individually, students' scores also increased 100%, and the lowest score was in class B. The results of this research have implications for stakeholders' understanding of implementing education to provide learning resources and multimedia technology in Arabic language classes. The findings recommend that teachers consider designing videos as Arabic language learning resources that can illustrate the special needs of listening courses or other courses.

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## 1. INTRODUCTION

Technological developments have changed the orientation of using digital technology as a learning medium in the classroom. Even digital learning resources or open educational resources (O.E.R.) have become a trend in learning resources that teachers widely use. As is known, technology has been combined as a multimedia learning resource. Even mobile-based learning models (mobile learning media) can influence students' critical and creative thinking levels while studying (Irmawan et al., 2021). During the COVID-19 pandemic, video conferencing applications such as Zoom and Google Meet have been widely used to achieve learning objectives (Nartiningrum & Nugroho, 2020). Currently, lecturers also utilize various learning media related to technological devices (Niati, 2017; Stearns, 2012), smartphones to access teaching materials (Gheytasi et al., 2015), and websites for learning (Kocoglu, 2010). Moreover, e-books have been widely used by students to obtain information (Kao et al., 2019).

Videos from O.E.R. sources are often used as learning reference materials (Bajrami & Ismaili, 2016; Kopaneva & Pervil, 2021; Syafiq et al., 2021). So, digital technology through internet network access acts as a learning medium today and as a teaching material (Shabudin et al., 2014). Therefore, this is an excellent opportunity for lecturers to increase the creativity of providing learning media in the classroom, such as in Arabic listening classes. From the results of the analysis of lecturers' teaching documents and input from fifty students at the end of the 2022/2023 academic year semester in Arabic listening classes taken from two classes in the Arabic Language Education study program, it was concluded that 1) there is a need for innovation in digital learning media, 2) students are having difficulty listening to information played via audio in class, 3) students have difficulty identifying vocabulary and the meaning of words in context from the stories they listen to, and 4) students find audio media boring and from the results of the analysis of student input at the end of learning they need audiovisual learning media such as existing videos subtitles. It is because they need to adapt to the use of Arabic. For first- and second-semester students, listening to dialogues or stories in Arabic is not yet familiar to them because many students come from public high schools.

Based on the problems found, this research focuses on using video subtitles for learning activities related to Arabic listening. The use of videos is essential because it can improve students' retention abilities through visual support and understanding of spoken discourse (Mohammed Alhaj & H. Albahiri, 2020). YouTube can be considered for use in listening classes because it has been proven to benefit students (Silviyanti, 2014). YouTube channel is regarded as a fun way to practice listening skills (Ratnaningsih & Gumiandari, 2022). Research in English classes also considers English talk show videos to be helpful in three aspects, namely authentic listening teaching materials for them to listen to various English accents and formal or informal use of language, equipping their vocabulary, identifying topics in spoken language, and differentiating English accent, and motivate themselves because they think English talk show videos are a fun way to practice listening skills (Fadhillah et al., 2021). Even adding text to videos improves students' understanding of the information they hear (Alabsi, 2020).

Moreover, many previous studies have shown the efficiency of subtitled videos for learning to listen. Using video text to teach listening skills by integrating I.C.T. with the teaching process increases students' learning motivation in junior high schools (Mustofa & Sari, 2020). Audiovisual media provides new experiences that motivate students to learn Arabic (Furoidah, 2020). Video captions can help improve listening skills, recognize accents, group-connected speech, and acquire new vocabulary (Boltiziar & Munkova, 2023; Rodgers & Webb, 2017). Previous studies show that videos are a relatively efficient medium for students to learn language skills (listening, writing, speaking or reading).

Although research on the use of video subtitles has been widely carried out and proven efficient, little research still focuses on video subtitles for listening learning in college-level Arabic classes. In this study, researchers used Arabic text in videos, from the easiest to the most difficult. So, the novelty we want to present is to determine the extent of student's ability to understand the meaning of the information they have listened to and the text presented in the video. Therefore, this study aims to determine the impact of subtitled videos on students' Arabic listening skills. The research results are expected to provide benefits in mapping the use of digital learning media for students in the first or second semester because, in the first year of study, students still need adjustments during the learning process.

## 2. METHODS

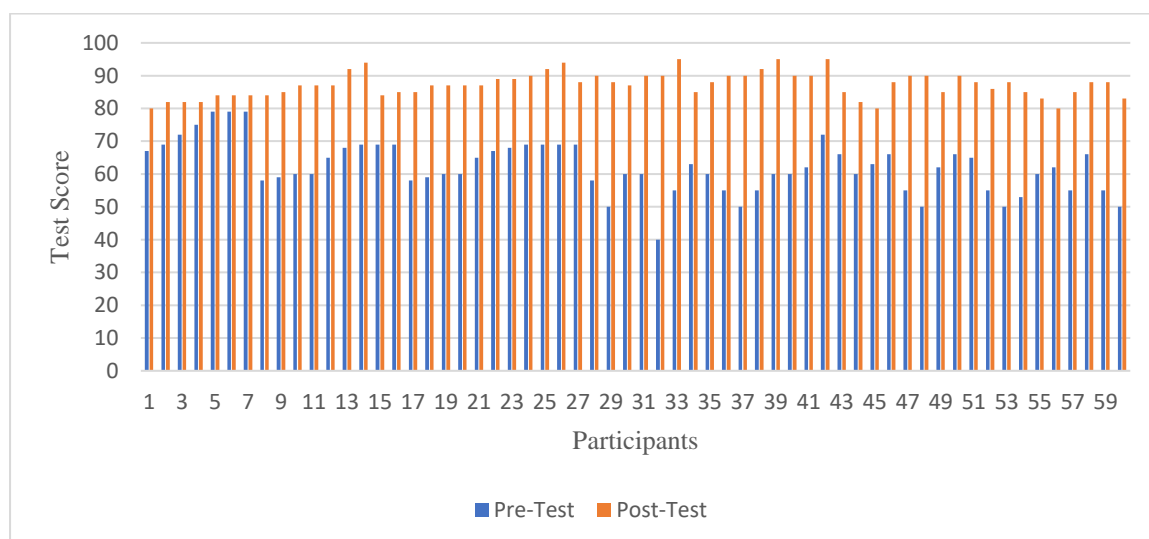
This research uses a quantitative approach and a one-group experimental method. They were used to determine the impact of treatment on group experiments (Allen, 2017). Therefore, this research assessed improving Arabic listening skills using subtitled videos. So, in this study, a pre-test was given before the treatment was carried out, and a post-test was administered after the treatment. Treatment activities in listening learning were carried out in 10 meetings and two meetings for testing. The

research sample was 60 first-semester students in the Arabic listening class. This research was carried out from September to December 2023. The sample was taken randomly.

The data collection process uses observation, documentation and tests. Observations are carried out to observe student learning activities in class. Documents were taken from lecturers' teaching reports for Arabic listening learning outcomes in the 2022-2023 academic year. The test determines progress in Arabic listening abilities during the treatment given. The test is divided into two times, namely pre-test and post-test. The pre-test is given before students receive treatment using video subtitles, and the post-test is given after 10 class meetings. The listening skills test determines improved listening skills after being taught using video subtitles. The score obtained by students is a representation of listening skills which have a harmonious unity of meaning in choosing what should be heard, knowing how to listen and etiquette, estimating feelings and pleasantries in the conversation, giving full opportunity to the speaker, and not interrupting, understanding the use of Arabic grammar from the outside, gender, number, time, and verb, etc. So, the aspects assessed in this research include understanding grammar, distinguishing sounds, and understanding discourse. Data analysis used a paired difference test (paired sample t-test).

### 3. FINDINGS AND DISCUSSION

The results of the Arabic listening skills test data analysis are presented in the form of a comparison graph of pre-test and post-test results, descriptive statistical tables, and t-test analysis, which are explained below.



**Graph 1.** Student Pre-Test and Post-test Scores

Students experienced increased learning outcomes when listening to Arabic through video subtitles. Graph 1 shows that 100% of each student showed a change in score between before and after treatment through listening and learning using subtitled videos. The following is a data distribution table on the pre-test and post-test results on learning to listen to Arabic using student subtitle videos.

**Table 1.** Number of Students in Test Score Distribution

Pre-Test		Post-Test	
Score	Account	Score	Account
40	1	80	3
50	5	82	4
53	1	83	2
55	7	84	5
58	3	85	8
59	2	86	1
60	11	87	8
62	3	88	8
63	2	89	2
65	3	90	11
66	4	92	3
67	2	94	2
68	2	95	3
69	8		
72	2		
75	1		
79	3		

The highest scores on the pre-test listening test were 60, achieved by 11 students, while the lowest pre-test scores, obtained by one student each, were 40, 53, and 75. In the post-test, the most common score among students was 90, with 11 students achieving this mark, indicating a significant improvement in their listening skills. The lowest score in the post-test was 86, obtained by one student, demonstrating an overall advancement in proficiency across the board. This notable increase in scores from the pre-test to the post-test highlights the effectiveness of the instructional methods and materials used during the program. The data can also be seen from the results of the descriptive statistical data processing below;

**Table 2.** Descriptive Statistical Data for Pre-Test and Post-Test for Arabic Listening Class

	Pre-Test	Post-Test
Mean	62.15	87.28
Standard Error	1.00558	0.484
Median	61	87
Mode	60	90
Standard Deviation	7.7892	3.7556
Sample Variance	60.672	14.1048
Range	39	15
Minimum	40	80
Maximum	79	95

Table 2 shows that the average class score has increased from 62.15 to 87.23, meaning there is an increase of 25.08. The pre-test results showed the lowest score was 40 and the highest was 79. In contrast, the post-test results showed that the highest score obtained by students after carrying out Arabic listening lessons using video subtitles was 95, and the lowest score reached 80. From the data,

the scores show that most of the students' scores have experienced significant improvements. Furthermore, the t-test results also demonstrate the efficiency of using subtitle videos in enhancing Arabic listening skills, confirming the statistical significance of the observed improvements. This substantial increase in both the average and individual scores underscores the effectiveness of integrating multimedia tools into language learning. Additionally, the consistency in high post-test scores, with the majority of students scoring above 80, indicates a uniform improvement across the class, suggesting that video subtitles are a universally beneficial tool for enhancing listening comprehension in Arabic.

**Table 3.** t-Test: Paired Two Sample for Means

<b>Mean</b>	<b>62.15</b>
Variance	60.672
Observations	60
Pearson Correlation	-0.16776
Hypothesized Mean Difference	0
df	59
t Stat	-21.16707
P(T<=t) one-tail	1.51647
t Critical one-tail	1.67109
P(T<=t) two-tail	3.032948
t Critical two-tail	2.00099

Table 3 shows that  $P < \text{Alpha} (0.05) = 3.0329 < (0.05)$ , or  $t\text{-count} > t\text{-table} = -21.1671 > 2.0009$ , which means that subtitled videos positively impact learning to listen to Arabic. Students' listening skills have also improved compared to before using subtitled videos.

The results of observations during learning activities also found several findings regarding the effectiveness of video subtitles in learning to listen to Arabic, namely 1) there is a direct influence on the level of student motivation during learning activities, 2) the use of video subtitles helps students understand the information presented in the video and understand the meaning of sentences or words from video information not only literally, but also in the context of a conversation or monologue, 3) students actively use Arabic during discussions in class, and 4) students become more focused in listening. The influence of this video subtitle has a significant positive impact on students who come from general high schools and don't know Arabic in the first semester. Because listening to Arabic is a difficult skill, students can experience various emotions ranging from depression and frustration to joy and pride. This condition requires teachers to design appropriate learning models in the classroom (Walker, 2014). The findings also provide teachers with an understanding that video texts offer many benefits to classroom teaching (Mustofa & Sari, 2020).

This research also found that students could improve their linguistic performance and mastery of Arabic, as had also been found in previous research. Therefore, Saudi universities and other educational institutions have recommended the integration of subtitle and language technology in Arabic language teaching (Omar & Altohami, 2021). Video text also allows students to create language in a familiar and motivating context (audiovisual). They feel they play an active role in their learning process, so their language mastery increases. In addition, the combination of audio, visual and textual information makes this technique very valid for all types of students (Talaván Zanón, 2020). So, it can be said that SBTtitle is very helpful for Arabic language students in mastering standard language forms and everyday language. Learning with video text is expected to be an alternative and valuable medium for teaching, especially listening skills (Mustofa & Sari, 2020).

Although the role of subtitles in improving listening skills is a controversial issue in the second language learning literature to date, the findings of this research have provided an in-depth

understanding of this controversy, which is not a problem if applied in the classroom. Moreover, students' positive attitude towards using text in videos has also impacted their ability to listen to Arabic (Alzamil, 2022). Students in the current era are native to the use of technology. The development of digital technology has become a part of daily life for people in Indonesia, and Indonesian people have also used the internet to access information. So, digital technology has brought civilizational changes to social life and has long been a trend in education provision. Many learning resources, such as videos, have been provided since the spread of COVID-19 occurred in 2020, and the use of open educational resources has also been extensive (Pozo et al., 2022). This situation significantly impacts changes to the learning system in higher education. Many universities use blended learning.

Students not only understand the information they hear more meaningfully but also increase the richness of their Arabic vocabulary. As Masra's (2020) research found, after five weeks of extensive viewing, students significantly improved their vocabulary knowledge and listening comprehension. Other research also proves that students can pronounce correctly from watching the videos they watch because they can directly see the vocabulary or sentences in the video and listen to the pronunciation correctly. Moreover, YouTube provides various learning resources, such as those equipped with subtitles (Al-Jarf, 2022). As the findings in this research illustrate, using video subtitles taken from YouTube videos makes it easier for students to hone their Arabic listening skills.

If students and teachers can access the Internet, YouTube can be a valuable tool for teaching various foreign language skills. Using YouTube inside and outside the classroom can improve conversation, listening, and pronunciation skills (Watkins & Wilkins, 2011). Another study concluded that YouTube videos and Listening Audio Tracks Imitation (YATI) are CALL (Computer-Assisted Language Learning) tools that are very effective in improving students' learning abilities (Hamad et al., 2019). Thus, it can be said that using ICT-based multimedia learning tools such as videos with text on YouTube can create helpful input for students and make it easy to understand. Students can even understand pronunciation correctly and fluently according to the input they hear (Alobaid, 2022). So, in these findings, students not only understand the information they listen to but can also improve their fluent pronunciation.

The innovation of combining I.C.T. and social media platforms (YouTube) in teaching is a practical blended learning approach, and students can have appropriate social expression contexts in their social lives. The use of YouTube, a social media platform that is prominent and familiar among students, can trigger student responses in a more conducive way because it can fulfill their multiple intelligences. Visualization via YouTube is an ideal tool to maintain participants' interest and desire to learn the language (Raj et al., 2019). I.C.T. is one media that can improve student academic performance (Stošić & Fadiya, 2018). Therefore, integrating I.C.T. and social media in educational settings not only enhances student engagement and learning outcomes but also equips them with relevant skills for the digital age.

The results of this research have implications for the understanding of stakeholders in the provision of education for the provision of learning resources and multimedia technology in Arabic language classes. In this way, universities, as educational institutions, can carry out various activities to improve lecturers' teaching skills, which is also in line with the development of digital technology as a source of teaching materials or learning media in the classroom. Moreover, current trends have directed online learning activities and the use of multimedia technology during the teaching and learning process.

#### 4. CONCLUSION

The research results concluded that video subtitles positively impacted the Arabic listening class learning process, and students experienced improved listening skills, especially in managing information in videos. Apart from that, students' Arabic vocabulary also increases, making it easier for students to understand video content (whether in the form of dialogue or monologue). This

improvement in listening skills can also be known from changes in Arabic listening test scores before and after being given treatment using video subtitles. Individually, students' scores also increased 100%; the lowest was grade B. Another impact of video subtitles was that students' motivation and interest in learning to listen to Arabic changed. They began to be actively involved in creating Arabic during the discussion process in class.

The results of this research are still limited to using video subtitles taken from YouTube or native Arabic learning videos to improve Arabic listening skills in class. Therefore, the results of this research recommend that teachers consider designing videos as an Arabic language learning resource that can describe the unique needs of listening courses or other courses. Researchers can then use project-based learning for students to create video assignments of conversations with native speakers to be used as learning resources in the classroom. Meanwhile, for study programs, the results of this research can be used as material for consideration in providing training or classroom management skills to lecturers so that they are active in making various kinds of learning videos or developing learning models.

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