

STUDENTS' PERCEPTION ON THE USE OF ENGLISH SUBTITLE ON ZOOM DURING ONLINE LEARNING PROCESS

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Abstract

The COVID-19 pandemic has forced pre-service teachers to implement teaching online for their teaching practice program. There were problems the pre-service teachers faced such as signal problem, difficulties in communicating with students because of the difference of mother tongue, and the students lack in technology skills. The difference of students' mother tongue with their pre-service teacher also made it difficult for the students to understand the material during the online learning process. In order to overcome the problems, the researcher who also tagged along as the pre-service teacher, applied subtitles on the Zoom application to help students understand the materials during learning English in Banphoem School, Loei, Thailand. This research focused on finding students' perception on the use of English subtitle on Zoom video conference to assist students understand the material during online learning process. The researcher distributed survey questionnaire and conducted interview to the responders. The result of this research showed positive perception where integrating English subtitle on Zoom video conference helped students understand the material explained by pre-service teacher easier. Moreover, the students responded that they also felt enjoy in learning using subtitle because they could also gain new vocabulary and motivate them to learn English more.

Keywords: *online learning, students' perception, students' understanding, subtitle.*

INTRODUCTION

During the COVID-19 pandemic started in the early 2020, many educational institutions have asked all students starting from kindergarten until university students learn at home or commonly called online learning. This phenomenon happened in every country, especially in South East Asia. Researchs show that many cases of the COVID-19 pandemic in Southeast Asia countries impact educational system in ASEAN countries. There were many cases for Southeast Asia countries, for example, Brunei, Indonesia, Cambodia, Etc. (Heng,2021). Therefore, most of the schools in South East Asia were applying online learning for their students during the COVID-19 pandemic. Online learning during the pandemic is done by the teacher using different kinds of media and technologies. Online learning is a part of a distance education system that is used by the teacher for teaching the students (Efriana, 2021).

Technology is beneficial for the continuity of online learning during the pandemic (Rayuwati, 2020). The growth of online teaching affects the development of information technology (Coombs,2010) (as cited in Fitria,2020). However, online learning is considered not adequate for all subjects, especially for English subjects. According to Dolidze (2012), pure online learning of foreign languages specialised courses, where the stress is made on written English, could be taught and efficiently

checked in online learning. Teaching English during a pandemic is difficult because when learning English, students also need to practice some skills, and it will be ineffective when it is done by online learning because not all students can know how to do it. Moreover, teachers also need to make sure that the students can log in to the system and operate it (Dolidze, 2012).

In Indonesia, many teachers still lack knowledge about technologies and also they do not use engaging media for the learning process. According to previous research, most teachers in Indonesia still felt less competent in using information and technology due to the lack of knowledge and experience (Cahyani & Cahyono, 2012). The online learning process in Indonesian schools, especially in the rural area, mainly occurs in inadequate infrastructure, so most teachers in Indonesia do not use engaging media (Febriana et al., 2018). Moreover, another research showed that most teachers still rarely used technology and media because sometimes the teachers still lack the ability and understanding of the operating system, making them spend more time operating the media only. It affected the learning process run ineffectively (Wirawan, 2020). According to Mateer et al. (2014), as cited in (Pratama et al., 2018), using media could engage students, aid students' retention of knowledge, motivate interest in the subject matter, and illustrate the relevance of many concepts. Therefore, teachers must have good technical skills to overcome any technical issues during the online learning process so they can provide interactive learning activities that can make students enjoy the learning process (Ardiyansyah, 2021).

In English subject, students must learn all of the skills; listening, reading, speaking, and writing. However, not all of that skills can be mastered quickly in online learning, especially for speaking skills since speaking skills are considered as a critical skill because when the students can speak English fluently, it can make them feel more confident (Rahmawati, Shihombing, et al., 2020). However, it cannot be run efficiently in online learning because speaking skill in online learning make students less efficient in mastering speaking skill since sometimes they feel lazy to do practice due to a non-direct interaction between teacher and students that makes them do speaking to be practised directly to have a good speaking skill (Rahmawati, Shihombing et al., 2020). In teaching speaking skill, the practical activities needed can be challenging, mainly in the large classes that can produce noise and disturb the adjacent classes (Mounika & Thamarana, 2018).

In teaching speaking online, most teachers' activities during online learning are asking their students to practice their speaking skill by uploading a video on the platform the teacher has chosen, especially on YouTube. Based on the previous research, most teachers used YouTube because it can make students improve speaking skill better and trigger them to be confident to speak English in front of a camera and public (Kurniawan, 2019). On the other hand, not all teachers ask their students to practice speaking skills because they think it is difficult to ask their students to practice it at home, especially for elementary students. Knowing that young learners are extremely shy, anxious in the presence of peers, persistently experience fear, and withdraw themselves from peer interaction. Based on the problem, it will make students more persistent in speaking practice (Kurniawati, 2013). Speaking skill is an essential skill that is not directive, but students must still learn the theory. This means that before students speak the language, they must learn the theory such as grammar, sociolinguistic, pronunciation material, and discourse because in speaking skill, students do not only speak the words or sentences, but also choose the right words or get the constructions correct (Hossain, 2015). Therefore,

students will need to practice after learning the theory since it is pretty tricky for language learners to produce sentences without learning the grammatical sinecures and having pretty tricky adequate vocabulary (Rao, 2019). Other issues teachers faced in teaching speaking skill are students' lack of vocabulary, pronunciation problems, lack of motivation, and the use or interferences of the other tongue. Previous research showed that students faced difficulties when they learn about speaking (Yusuf & Zuraini, 2016).

On the other hand, more significant teaching speaking problems are the students making mistakes in pronunciation and mother tongue, especially when the students are from other areas, cities, provinces, and countries. According to Yusuf & Zuraini (2016), some students speak English which dominate in group, the use of mother tongue is widespread in lack of motivation in the class, where it is easier or more natural for students to dominate themselves in their mother tongue. Therefore, the phenomenon can affect the learning process. During the online learning process, students' understanding is one of the essential aspects that teachers have to pay attention to it. Understanding is the result of teaching and learning that has indicators, and each student can explain or define a piece of information in his own words that they have learn before, as cited in (Safarati & Rahmah, 2020). In addition, understanding is how students distinguish, suspect, expand, conclude, give an example, rewrite, and estimate the material that they have learned (Safarati & Rahmah, 2020). When students understand the learning material, teacher can reach their goals and succeed in teaching the students. However, making the students understand the material is not accessible because each student has different characteristics. Therefore, during online learning, students are challenged to be able to understand the material. In addition, this is because material content is presented in e-book and other media, so it probably can make students understand the material but not comprehend it well because students can understand the material based on their interpretation or point of view (Efriana, 2021). In order to help students in understanding material, one of teaching strategies has been used by some teachers by using video subtitle. In this research, the researcher also tagged along in the international internship program from University of Muhammadiyah Gresik as one of the pre-service teachers. The purpose of the international internship program is to help students apply teaching practice in Thailand for around four months, and each student teaches in a different school assisted by mentor teacher. The researcher was assigned in Banpoem elementary school in Loei, Thailand. In general, the pre-service teachers come to Thailand for this program, but due to the COVID-19 pandemic, this program was transferred online so the pre-service teachers were asked to teach the students online from Indonesia.

Teaching students from other countries in online learning is not easy, especially with the students' limited technology. If they have limited technology, they will face difficulties adapting the learning process (Sintema, 2020) as cited in (Farrah & Ghaida' 2020). The students from different countries also have different mother languages. In this case, students from Thailand, use the Thai language with their accent that is different from the pre-service teachers from Indonesia. Moreover, the students also lack in their English skill, especially for vocabularies. Hasan (2016) states that the biggest problem that the teacher faced when teaching English to students is that they do not master the vocabulary well, as cited in (Songbatumis 2017). They lack of alphabet mastery, vocabulary and pronunciation because most of the students in other countries still use their native language in their area (Hibatullah,

2019). Therefore, it will be difficult for teachers and students to understand each other. Thus, making one of the biggest problems here is the students feel difficult to understand the material in the online learning process.

On the other hand, another problem also faced by the students when they were doing online learning through Zoom video conference. Most of the students have the difficulties to access the internet because of some areas that do not have a good signal for internet connection. This phenomenon makes some students can not hear the audio clearly, making them feel frustrated because it leads them into difficulty to understand the material their teacher is explaining during the online learning process (Archibald, et al, 2019). Therefore, not only the audio but also the video that is not always in a good quality for some students who have bad signal, leading them into sudden leave from Zoom video conference (Archibald, et al, 2019). Another problem faced by the students is in pronunciation because some of them still thick in the use of their mother tongue which makes them sometime misses with the explanation of their teacher (Prastiana, J.P & Agus, R.B., 2020). In addition, the harmful interference of mother tongue must be prevailed by EFL learners to avoid communication breakdown between EFL learner and local speaker (Septianasari et al., 2019). Moreover, when the students do not understand what the teacher says, the students will lose their focus. Therefore, it makes teachers difficult to deliver the material using English. Teachers need to find a better solution to overcome the problem. One of the strategies that can be implemented is by providing English subtitle. In this case, the researcher chose to integrate English subtitle on the Zoom video conference. Using subtitle can make students understand the context or material better (Kuswardani & Septiani, 2020). Besides, it can also help students improve their vocabularies and speaking skills (Megawati & Nuroh, 2018). Based on the previous research, it also showed that using subtitle can affect students' comprehension. Therefore, students can gain new vocabulary that they have not seen before (Napikul et al., 2018).

Due to the importance of students' understanding, it can be concluded that it is not adequate to only ask students practice their English skills, especially for speaking skill because not all of the students are able to understand when they listen to what their teacher explains. Students need to imitate the way of speaking exemplified by their teacher (Efriana, 2021). Thus, this refers to the problems causing the difference of students' mother tongue with their teacher. Therefore, this study focused on finding students' perception on the integration of English subtitle on Zoom video conference to assist students understand the material.

LITERATURE REVIEW

Online Learning

A sort of distance learning that the teacher and students do together simultaneously, but in different place which is called Online learning has been doing by the students during the pandemic (Efriana,2021). According to (Shingh & Thurman, 2018), online learning includes many particular and covers terms such as e-learning, mixed learning, online education, online courses, etc. During online learning, the teacher must consider incorporating the synchronous activities for the students that usually follow the synchronous model. The use of media is considered an essential part of online learning. Besides, the teacher must also focus on taking creativity to develop the platform and make sure the instruction for the students is clear (Lestiyawanawati & Widiantoro, 2020).

Student's Understanding

In the learning process, teachers have to make sure that students can understand the teacher's material. When teachers explain the material, students must have knowledge, skills, and understanding because it is how students distinguish, suspect, expand, conclude, give an example, rewrite, and estimate the material they are learning (Safarati & Rahmah, 2020). Understanding is the best result of teaching and learning, which has the indicators for achieving, and each student can explain or define in their own words (Safarati & Rahmah, 2020). Student's understanding is the essential thing to make sure students understand the lesson that can be beneficial for them later in the future (Songabatumis, 2017). If the students cannot understand the material well, it can make them not dominate the knowledge their teacher has taught to them.

Integrating Subtitles in video learning

Subtitle can be defined as the translation of the spoken or written source text of a film or video into a written target language text which is added the original images of the video, usually at the bottom of the screen (Karamitroglou, 2012) as cited in (Kuswardani & Septiani, 2020). However, not all students are good at listening when watching a video, so integrating subtitles in video learning is an excellent way to help students understand the content. According to Okyayuz (2016), subtitle can be effective for teaching tools as cited in (Beng & Koprulu, 2018). Subtitle can make the students understand the context of the video or film they watch (Kuswardani & Septiani, 2020). Besides, using subtitle on video conference software for teaching online can make students enjoy and understand the material better. However, subtitle can also make students lazier to read the text because it can make them feel tired (Andriani, Widdi & Angelina, Patricia, 2020). It can also lead students to focus more onto reading the subtitle instead of listening to the audio.

METHODS

The researcher applied a mixed method design. Mixed methods is a research plan used by philosophical calculations or widely in many disciplines, such as sociology, psychology, health and education, and research methods that determine the analysis of data collection and the complexity of qualitative and quantitative data in a single study (Bentahar & Cameron 2015). In this research, the researcher applied mix method by using a close-ended questionnaire and semi-structured interview. The responders responded to prompts in the close-ended questionnaire by selecting from predetermined answers (e.g., Likert scales, multiple-choice responses). The questionnaire that researcher obtained was adapted from (Andriani, Widdi, & Patricia Angelina, 2020). While in semi-structured interview, it was implemented with a small set of open-ended questions, but it more focused to get the detail and clarification of responders responses (Harris & Brown 2010).

The fundamental purpose of this research was to find the students' perception on the integration of English subtitle on Zoom video conference to assist students understand the material in the online learning process. The responders of this research were students from P4, P5, P6 at Banphoem elementary school in Loei, Thailand. The data collection was conducted online using a questionnaire and interview. The instructors of each class were asked to assist the students in answering the questionnaire and interview questions from the researcher. The data obtained through the questionnaire was analyzed using the Likert scale calculation by

frequency of typical students' responses that were stated in percentages and was interpreted more from the result of the interview.

RESULT AND DISCUSSION

There are four indicators used for students' perception on the integration of English subtitle on Zoom video conference in online learning process. The indicators are presented below.

Table 1. Result

No.	Indicators	Statements	Frequencies of Responses							
			1 (SD) Strongly Disagree		2 (D) Disagree		3 (A) Agree		4 (SA) Strongly Agree	
			N	%	N	%	N	%	N	%
1.	Students' preferences toward learning English on Zoom with English subtitle.	I like learning English on Zoom with English subtitle.	-	-	-	-	7	41,1	10	58,9
		I prefer to learn English on Zoom with English subtitle.	-	-	-	-	5	29,4	12	70,6
2.	Students' learning development toward learning English on Zoom with English subtitle.	Learning English on Zoom with English subtitle makes me difficult to understand the material.	-	-	1	5,8	11	64,8	5	29,4
		Learning English on Zoom with English subtitle is really fun.	-	-	-	-	3	17,7	14	82,3
		I feel tired when I am reading the English subtitle on Zoom	-	-	5	29,4	10	58,9	2	11,7

		during online learning process.								
		Learning English on Zoom with English subtitle helps me understand the material easily.	-	-	-	-	13	76,4	4	23,6
3.	Students' affective toward learning English on Zoom with English subtitle.	I do not enjoy learning English on Zoom with English subtitle.	-	-	5	29,4	10	58,9	2	11,7
4.	Students' motivation toward learning English on Zoom with English subtitle.	.Learning English on Zoom with English subtitle encourages me to learn English more.	-	-	1	5,8	11	64,8	5	29,4
		I am motivated to learn English when I learn it on Zoom with English subtitle.	-	-	-	-	14	82,3	3	17,7

There are four indicators the researcher asked to the respondents by using questionnaire. The first indicator showed positive perception of 100% students agreed and strongly agreed with the statement. Then, the second indicator in first and third statement had positive and negative perception which showed that at the first statement had the total of agree and strongly agree showed 94,2% and 5,8% disagreed. In addition, for the second and fourth statement showed positive perception of 100% students agreed and strongly agreed. Then, the third indicator showed 70,6 % of students agreed and strongly agreed and 29,4% students disagreed. The last indicator showed that at the first statement 94,2% of students agreed and

strongly agreed and 5,8% students disagreed. While the second statement showed positive perception of 100% students agreed and strongly agreed with the statement.

Based on the result above, it can be seen the first indicator showed 100% of the students agreed and strongly agreed. It showed that the students preferred to learn English with subtitle through the Zoom video conference. The students responded that they chose to learn English with subtitle through Zoom video conference because they can gain new vocabulary that they did not know before, and the students could watch video with the subtitle text of what teacher said to them so that the students could also gain more vocabularies that they could apply in their daily conversation. The result was also supported by interview conducted by the researcher. There were seven respondents in the interview. Respondents 1 and 3 said that they liked and preferred to learn English with subtitle through the Zoom video conference:

"I like learning English with subtitle through Zoom video conference with teacher" (Respondent 1)

"I prefer to learn English with subtitle through Zoom video conference" (Respondent 3)

"I liked it because it makes me able to learn new vocabulary that I have not known before" (Respondent 1)

"I like and prefer to learn it with subtitle because I can get many vocabularies and watch the video with the text of the teacher's explanation" (Respondent 3)

From the second indicator, it showed first statements that interpreted about the development of the students during learning process with English subtitle on Zoom video conference. For these four statements in the second indicator, some respondents declared in their third statement that they had difficulties understanding the material because they were confused when they saw the video with the text of the teacher's explanation at the same time. Meanwhile, some respondents also said that they easily understood the material because they could gain many vocabulary that they did not know before. This statement was in line with earlier research by Sari, S.N & Aminatun, D (2021):

" Yes, it is still difficult to understand the material because seeing the video and text simultaneously made me confused" (Respondent 5)

Meanwhile, respondent 2 said that she did not agree with this statement:

"No, it is not difficult because I can understand what the teacher said and get new vocabulary"(Respondent 2)

While for the second statement in the second indicator showed that all of the students felt that learning English with subtitle through Zoom video conference was fun because they could not only see the video of the teacher, but also they could listen to teacher's explanation while reading the subtitle at the same time with the precise meaning:

"I am happy when I learn English on Zoom with subtitle because it is really fun" (Respondent 1)

"I like it because I can also listen to the teacher's voice while reading the subtitle." (Respondent 1).

For the third statement in the second indicator, there were different answers from the respondents. Some of the students said that they felt tired when they learned English with subtitle through Zoom video conference because it made them confused when they watched the video and read the text simultaneously and it can make them did not read the subtitle as fully. This statement was in line with earlier research by Kruger, J.L., & Steyn, F. (2013). On the other hand, some of the students responded contrarily because they felt that it was easy to understand the material using the subtitle. This statement was in line with earlier research by Andriani, W., & Angelina, P. (2020) and Permatasari (2018). The researcher also conducted an interview related to this statement. There was respondent who declared that she felt tired when learning English on Zoom with subtitle:

*“Yes, I am tired when I learn English on Zoom with subtitle because it made me confused when I read the subtitle on zoom”
(Respondent 5)*

Meanwhile, another respondent said that she did not feel tired when learning English on Zoom with subtitle:

“No, I do not feel tired when I learn English on Zoom with subtitle because it is easy and I can get new knowledge and vocabulary.” (Respondent 4)

The fourth statement in the second indicator showed about learning English on Zoom with subtitle can help students understand the material quickly. All of the respondents said that learning English on Zoom with subtitle could help them understand the material easily because they could understand the meaning of the teacher’s explanation and gain new vocabulary. This statement was in line with earlier research by Sari, S.N & Aminatun, D (2021), Hanif, N & Wiedarti, P (2021), and Yaseen, B. H. (2015):

“Yes, I can understand the material easier when I learn on Zoom using subtitle because I can understand what the teacher says and I can understand the teachers’ explanation easily and also I can get new vocabulary.” (Respondent 6)

The first statement in the third indicator showed about the students’ affective toward learning English with subtitle on Zoom video conference. And the result showed that some of them said that they wanted to learn English with subtitle through Zoom video conference because they could understand the meaning, gain new vocabulary, and watch the video of the material with the text of teachers’ explanation at the same time. In contrast, few of them said that they did not enjoy learning English with subtitle through the Zoom video conference because they felt bored when they read the subtitle text during the learning process. This statement was in line with earlier research by Sari, S.N & Aminatun, D (2021). For the first statement, some respondents disagreed with the information, and two respondents strongly agreed with the idea:

“I enjoy to learn English with Subtitles on Zoom because I can know the meaning, learn many vocabulary and watch the video with the text of what the teacher is talking about”(Respondent 2)

Meanwhile, another respondent said that he did not enjoy learning English with subtitle on Zoom video conference:

*"No, I do not enjoy because I felt bored when I read the text"
(Respondent 3)*

Based on the result, it can be concluded that most of the respondents had positive responses toward this indicator.

The last, the fourth indicator, showed the students' motivation while learning English with subtitle on the Zoom video conference. The result showed that in the first statement in the fourth indicator, some of the respondents felt that learning English with subtitle through Zoom video conference could encourage them in the learning process because they could gain new vocabulary, and it could make them learn better than before. On the other hand, few respondents said that learning English with subtitle through Zoom video conference could not encourage them to learn English more because it made them feel confused and bored when they read the text. This statement was in line with earlier research by Hanif, N & Wiedarti, P (2021), Andriani, W., & Angelina, P. (2020) and Permatasari (2018). However, most of the students declared that they felt more encouraged to learn English through Zoom:

*"Yes, learning English on Zoom with subtitle encourages me to learn English more."(Respondent 1)
"It encourages me to learn more because I can get new vocabulary." (Respondent 7)*

Meanwhile, another respondent said that she felt that it could not encourage her to learn English more:

"No, it cannot encourage me to learn English more because learning English on Zoom with subtitle makes me confused and bored." (Respondent 5)

The second statement of the fourth indicator showed the students' motivation toward learning English using subtitle on Zoom video conference. The result showed that all of the students were motivated in learning English with subtitle through Zoom video conference because they could learn new vocabulary, and it made them enjoy the class so that they could learn better. This statement was in line with earlier research by Sari, S.N & Aminatun, D (2021) and Hanif, N & Wiedarti, P (2021):

"Yes, I am motivated when I learn English on Zoom with subtitle because I can get new vocabulary and it makes me enjoy the class." (Respondent 2)

To sum up, the results showed positive perception from the respondents. It could be seen from the positive percentages on each statement in the questionnaire result. Most of the respondents acknowledged that they felt motivated, comfortable, entertained, and they were able to understand the material easier. They also agreed that the teacher should integrate the English subtitle on Zoom in an online class. This result was in line with an earlier research by Andriani, Widdi and Angelina, Patricia (2020) & Permatasari (2018), which showed positive perception because students preferred to learn English with subtitle. In addition, students also felt encouraged and motivated to learn English with subtitles because they could learn new vocabulary. Previous research by Andriani, Widdi and Angelina, Patricia (2020) & Permatasari (2018) showed the same result where it has positive perception on the students that

most of them felt encouraged to learn English with subtitle through Zoom application because the subtitle gives the students new vocabulary. Also, the students could understand the material and feel motivated in learning English with subtitle.

On the other hand, the result also showed that few students felt difficult to understand the material because they were confused when they saw the video with the subtitle simultaneously in learning process with English subtitle on Zoom. This result differed from the previous research by Andriani, Widdi and Angelina, Patricia (2020) & Permatasari (2018) that showed positive perception because the students did not feel tired, and they did not feel difficult to understand the material. While the researcher found negative perception in this research where students thought it was challenging to understand the material. Therefore, the result that showed few students did not enjoy learning with English subtitle showed different result from the previous research by Andriani, Widdi and Angelina, Patricia (2020). It was proven by the result of the positive percentage of the questionnaire that dominated the results. However, two statements indicated negative comments about the use of English subtitle on Zoom video conference. Most of the students disagreed with those statements because they enjoyed learning with English subtitle and showed positive attitudes.

CONCLUSION

This research showed that most students preferred to learn English on Zoom video conference with English subtitle because they could gain new vocabulary, encourage and motivate them to learn English more. In addition, they were having fun with the learning process with English subtitle on Zoom. Although most of them felt it challenging to understand the material and few of them did not enjoy the learning process because they were confused when they saw the video with the text simultaneously. However, most of them were active in the learning process. It can be concluded that integrating English subtitle in learning English through Zoom video conference has positive effects such as students can get new vocabulary, feel motivated, and make learning process easier because students can watch video and read the subtitle text so they can know the meaning of what the teacher says, However, this research has limitations in the limited responders and limited communication with the students because they still lacked technology skill. Not only that but also because of the pandemic of COVID-19, most students could not come to the school. Therefore, it is necessary for future research to pay more attention to this problem so that it can produce various result.

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