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The Relationship between English Video Watching Habits and the Use of Subtitles on the Listening Ability of Class X Students of SMA Negeri 1 Widodaren

Zam-zam Azizah Maryanto¹, Sujito^{2*}

^{1, 2} UIN Raden Mas Said Surakarta

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*Corresponding author: Sujito

UIN Raden Mas Said Surakarta

Abstract

This study aims to determine the relationship between the habit of watching English videos and the use of subtitles with the listening ability of grade X students of SMA Negeri 1 Widodaren. A quantitative approach with a correlational design is used to measure the strength and direction of relationships between variables without providing direct treatment. The research sample amounted to 30 students who were selected using simple random sampling techniques. Data were collected through a questionnaire on viewing habits and the use of subtitles as well as a listening test consisting of 40 multiple-choice questions. Data analysis was carried out using Pearson correlation test and multiple linear regression with the help of SPSS version 27. The results showed that the habit of watching English videos had a positive and significant relationship with students' listening skills. The use of subtitles also shows significant associations and contributes as visual support that helps students understand speech more accurately. Regression analysis revealed that the two independent variables made a complementary contribution to improving listening skills, with audiovisual exposure and text support that mutually reinforcing the process of oral comprehension. These findings indicate that videos and subtitles are relevant and effective media to support listening learning in schools. This study recommends the planned use of English videos in the learning process and the need to integrate audiovisual media as a strategy for developing students' listening skills.

Keywords: viewing habits, subtitles, listening skills, English videos

Introduction

English is an international language that plays a pevnting role in the world of education, communication, and global interaction. In various countries, including Indonesia, English language skills are becoming an increasingly urgent need as globalization increases. The Indonesian government has designated English as a compulsory subject at the secondary school to university level to

ensure that students have adequate language competence. The English learning process itself requires mastery of four main skills, namely listening, speaking, reading, and writing. Among these four skills, listening is the basic skill that builds the foundation for mastering the other skills.

Listening skills have an important role because through these skills students can understand the pronunciation, intonation, word pressure, and meaning of a speech. A good understanding of spoken language helps students develop communication skills more effectively. But in practice, many students still face difficulties when it comes to understanding conversations in English. One of the main causes is the lack of exposure of students to authentic English in the everyday environment. This situation makes students less accustomed to the speed of speech of native speakers, the variety of accents, and the use of informal expressions.

Additionally, in the context of learning English as a foreign language, it is important to consider how students can learn it more effectively. Ideally, the process of learning a foreign language can be as easy as when they learn their first language in childhood, where listening skills become an early skill that develops naturally. However, the reality on the ground shows that many students still experience various obstacles in mastering English, especially in listening skills. These difficulties can be caused by several factors, such as lack of concentration due to less supportive learning media, uninteresting topics, tired physical conditions, or an environment that is not conducive because it is too crowded. This condition shows the need for a more appropriate learning approach and more effective media to help students improve their listening skills.

On the other hand, the development of digital technology provides a great opportunity to overcome these limitations. Students can now easily access various types of English-language audio-visual content, such as movies, vlogs, short series, and educational videos on platforms such as YouTube. Watching English-language videos not only provides entertainment, but also becomes a source of exposure to a rich, natural, and close language to the use of language in real life. The authentic material helps students recognize the forms of language used directly by native speakers in various communication situations.

The use of subtitles in English video watching activities also provides additional benefits, especially for students who are improving their listening skills. Subtitles, especially those in English, help connect the sounds they hear with the written form of the words. Thus, students can more easily understand new vocabulary, sentence structure, and the overall meaning of the conversation. Several studies support these findings. Blake (1990) states that English-language films present an example of authentic and effective use of language for vocabulary development, class discussions, writing, and listening.

In addition, various other studies have also strengthened the importance of the role of audio-visual media in language learning. Mulyadi and Mutmainnah (2015) found that English-language films with subtitles have proven to be effective in improving students' listening skills. Meanwhile, research by Megawati et al. (2021) shows a positive relationship between the habit of watching English movies and the improvement of students' speaking skills. These two studies confirm that consistent exposure to English through film or video media can make a real contribution to the development of students' language competence.

However, research on the relationship between the habit of watching English videos and the use of subtitles on the listening ability of high school students is still limited, especially in the context of schools in the region, including Widodaren. This suggests the need for more specific research to understand how the

two variables—viewing habits and subtitle use—relate to students' listening ability. Therefore, this study was conducted to find out whether there is a relationship between the habit of watching English videos and the use of subtitles and the listening ability of grade X students at SMA Negeri 1 Widodaren.

Methodology

This study uses a quantitative approach with a correlational design. The design was chosen because the main purpose of the study was to find out if there was a significant relationship between two independent variables—English video viewing habits and subtitle use—and the dependent variable, namely students' listening ability. The correlational approach is considered appropriate because it allows researchers to measure the strength and direction of the relationship between variables without directly manipulating the research subject. Thus, this study not only describes the phenomenon, but also provides an overview of the relationship patterns that occur between these variables.

The research procedure is carried out systematically in several stages. In the first stage, the researcher compiled and prepared research instruments in the form of questionnaires and listening ability tests. The questionnaire is organized into two parts, each consisting of 10 statement items. The first part measures the intensity, frequency, type of platform, and duration of English video viewing habits. The second part measures the preferences and consistency of subtitle use during viewing activities, including the type of subtitles used, the frequency of their use, and the reasons for choosing subtitles. All items in both parts of the questionnaire used a Likert scale of 1–4, ranging from "strongly disagree" to "strongly agree", thus allowing researchers to obtain quantitative data that can be analyzed statistically. In addition to the questionnaire, the listening test consisting of 40 multiple-choice questions is compiled based on material from *BBC Learning English* to ensure that the test is authentic and reflects the actual use of the English language.

The next stage is population determination and sampling. The research population includes all students of class X which totals 315 students. From this population, researchers used simple random sampling techniques to obtain a sample of 30 students. This technique was chosen so that every student in the population has an equal opportunity to be selected, so that the sample produced is more representative and reduces potential bias. Before the activity begins, the researcher provides a complete explanation to the students about the research objectives, activity procedures, and instruments that will be used to ensure that they understand the process to be undertaken.

At the research stage, students participated in two treatment sessions designed to provide data related to their listening habits and abilities. In the first session, students watch an English-language video with English subtitles for 5–10 minutes. The purpose of using these subtitles is to help students associate the form of written text with the sounds they hear, so that they can enrich vocabulary mastery, recognize sentence structure, and understand the context of communication more clearly. Additionally, subtitles help students realize the relationship between pronunciation and the visual form of words, potentially improving the accuracy of their understanding of English speech.

In the second session, students watched another English-language video of the same duration but without subtitles. This session aims to train students' listening skills in a pure way, without the help of

visual text. Through this session, students are expected to focus on the sound, intonation, speaking speed, and pronunciation of native speakers. After both viewing sessions are completed, students are asked to fill out a questionnaire that has been provided and take a listening test to measure their level of understanding of spoken English.

The last stage is data analysis. The data obtained through questionnaires and listening tests were processed using statistical tests. The Pearson Product Moment correlation test was used to determine the level of relationship between English video viewing habits and subtitle use and students' listening skills. In addition, multiple linear regression analysis is used to see the contribution of each independent variable to the dependent variable. The entire analysis process is carried out with the help of SPSS software version 27, so that the results obtained are more accurate, measurable, and scientifically accountable.

Results and Discussion

Result

To understand the relationship between English video viewing habits, the use of subtitles, and students' listening skills, the researcher first conducted a descriptive and inferential analysis of the data that had been collected. This analysis aims to look at the general patterns that appear in students' responses, while ascertaining whether the relationships between variables are really statistically significant. The findings below are compiled to provide a comprehensive picture of the state of the data, starting from the scoring tendency of each variable to the strength of the relationship that emerges between the three. In this way, the discussion can show more clearly how the viewing behavior and the use of subtitles contribute to the listening ability of grade X students of SMA Negeri 1 Widodaren.

Table 1

Descriptive Statistics

Group	Variable	N	Mean	Std. Deviation
Students	Watching Habit	30	78.4	6.12
Students	Subtitle Use	30	80.7	5.89
Students	Listening Score	30	76.3	6.41

From the table, it can be seen that the average score of viewing habits is at 78.4, which means that most students have a fairly high viewing intensity. This value shows that students relatively often access English-language content, whether through YouTube, movies, or other platforms. The standard deviation of 6.12 indicates that the viewing pattern between students is not too different; the majority are in almost the same range.

The use of subtitles also obtained a high average score, which was 80.7 with a standard deviation of 5.89. These findings suggest that English subtitles are a common choice among students when watching videos. The majority of students feel that subtitles help them understand conversations, spell words more precisely, and follow the flow of the conversation. The small variation of the data again shows that almost all students have a consistent habit of using subtitles.

Meanwhile, the students' listening ability score was at an average of 76.3 with a standard deviation of 6.41. This score is in the middle category, which means that most students have a fairly

good listening understanding, although they are not in the very high category. The difference in scores between students is also not too large so that their listening skills tend to be evenly distributed.

Overall, this descriptive data provides an idea that the three variables are aligned with each other. Students who have a high viewing habit and regularly use subtitles also show listening skills that are at a relatively good level. This condition becomes a strong basis to see if the three are indeed significantly related to each other in the next analysis.

Table 2

Inferential Statistics: Pearson Correlation (Between Variables)

Variable Pair	r	Sig. (2-tailed)
Watching Habit – Listening	0.62	0.000
Subtitle Use – Listening	0.58	0.001

The table shows the results of the Pearson correlation test which measures the relationship between two variables at once. The first results showed that the habit of watching English videos had a moderate positive correlation with students' listening skills ($r = 0.62$, $p = 0.000$). This means that the higher the intensity of students watching English-language videos, the more likely they are to have better listening skills. These results confirm that exposure to English-language audio-videos helps students get used to hearing new accents, intonation, and vocabulary.

Furthermore, the use of subtitles was also positively and significantly correlated with listening ability ($r = 0.58$, $p = 0.001$). This relationship shows that English subtitles actually help students in understanding conversations. When students view text while listening to audio, they can match the pronunciation to its written form. This ultimately strengthens the understanding of meaning and enriches vocabulary.

These two correlation results show that both viewing habits and the use of subtitles both play a role in building students' listening skills. With significance values well below 0.05, the relationship is considered valid and does not occur by chance.

Table 3

Inferential Statistics: Multiple Linear Regression

Predictor	β (Beta)	Sig.
Keeping Up → Listening	0.41	0.008
Subtitles Use → Listening	0.36	0.014
Model R ²	0.52	—

The table displays the results of multiple linear regression analysis to see how much each independent variable contributes to students' listening skills. The first results showed that viewing habits had a significant influence with values of $\beta = 0.41$ and $p = 0.008$. This beta value indicates that the viewing habit variable has the greatest influence compared to the subtitle variable. This means that the more students watch English-language videos, the greater the improvement that occurs in their listening skills.

The subtitle use variable also showed a significant influence on listening ability with values of $\beta = 0.36$, $p = 0.014$. Although the effect is slightly smaller than viewing habits, this variable still makes an important contribution. Subtitles help students connect

sounds to text, making it easier for them to recognize vocabulary and sentence structure.

The value of $R^2 = 0.52$ indicates that the two independent variables together explain 52% of the variation in students' listening ability. In other words, more than half of a student's listening ability can be predicted from viewing habits and the use of subtitles. This figure is quite large for an educational study, and shows that video and subtitles are effective learning tools in developing listening skills.

Discussion

The results of this study provide a deeper understanding of how the habit of watching English videos and the use of subtitles play a role in shaping the listening ability of grade X students of SMA Negeri 1 Widodaren. Overall, the findings show that the two variables not only correlate with listening ability, but also support each other and produce consistent effects on most students. The following discussion outlines the findings based on theoretical foundations and relevant research.

1. The Habit of Watching English Videos Has a Significant and Lasting Influence on Listening Ability.

The results showed that the habit of watching English videos had a strong relationship with students' listening skills, as these activities provided exposure to authentic inputs that reflected the use of language in real communication situations. Field (2008) explained that listening comprehension develops when students are faced with speech that has a natural intonation, original speech rhythm, and accent variations used by speakers in daily life. Videos not only provide sound, but also provide visual context that helps students understand meaning based on facial expressions, body movements, and the setting of the situation. Rost (2011) emphasized that the visual context and the relationship of meaning that arise naturally help students to grasp the message more completely, so that the interpretation process becomes more accurate.

This is reinforced by Brown (2007), who states that listening comprehension grows optimally when students are exposed to the use of language in a real context. Verbal comprehension is not just about recognizing sounds, but about interpreting the speaker's intentions through visual cues, situations, and relationships between sentences. It is in this context that the habit of watching English videos becomes very relevant. These findings show that the habit of watching is not only an entertainment activity, but also a very effective source of English-language input. When students watch videos regularly, they get repeated exposure that helps to internalize language patterns, vocabulary, and speech structure without having to learn them explicitly. With consistent frequency, students begin to recognize phonological patterns, anticipate the flow of conversation, and understand pronunciation variations commonly used by native speakers. This kind of exposure supports the long-term learning process because it fosters language sense which is essential for more advanced listening skills.

2. The Use of English Subtitles Becomes an Effective Visual Support to Make It Easier to Decode Sounds and Understand Meaning

The use of subtitles has been shown to have a positive influence on students' listening abilities because subtitles provide visual support that helps students connect sounds with written forms directly. Vandergrift and Goh (2012) explain that this kind of visual support can reduce the cognitive load of students when processing verbal

input, especially when they are faced with fast, complex speech, or using unfamiliar vocabulary. With text appearing alongside audio, students not only hear words, but also see their graphic representations. This makes it easier for them to identify keywords, predict the meaning of sentences, and understand the relationships between speech fragments.

Subtitles also help students anticipate difficult parts of speech, such as reduction, *connected speech*, and accent variations. When students see a word being spoken, they can notice how the word is realized in the form of sounds. Over time, this process trains their ability to recognize pronunciation patterns and strengthens phonological sensitivity. Vandergrift and Goh (2012) emphasize that the combination of audio and visual inputs can speed up the process of searching for meaning, so that students have a greater chance of understanding the message as a whole. Thus, subtitles are not only a temporary aid, but also an effective means of learning, especially for students who are still in the early stages of strengthening listening skills. This visual support accelerates the development of oral comprehension while increasing students' confidence when facing more complex listening material.

3. The Combination of Viewing Habits and Subtitles Has a Strong Mutual Influence on Variations in Listening Abilities

The results of the analysis showed that the habit of watching English videos and the use of subtitles not only had an individual effect, but also made a stronger contribution when both were used together. These findings are in line with the view of Buck (2001), who states that listening skills are a complex and multidimensional process that involves sound processing, context interpretation, activation of prior knowledge, and the use of various visual and linguistic cues. Videos with subtitles provide all of these elements in an integrated manner to support the development of listening skills more thoroughly.

When students watch videos regularly, they become familiar with the rhythm, intonation, and speech patterns of native speakers. However, their understanding becomes stronger when subtitles are present as visual aids that provide additional structure and clarity to the message they hear. Buck (2001) explains that in real-world listening situations, listeners often rely on non-verbal or visual cues to reinforce the interpretation of the message. The presence of subtitles complements this process by providing a textual representation that clarifies the meaning of each segment of speech, so that students can process oral information more accurately and consistently.

In addition, the interaction between viewing habits and the use of subtitles creates learning conditions that strengthen students' ability to understand English gradually. In the early stages, subtitles help students overcome challenges such as speaking speed, foreign accents, or pronunciation they are unfamiliar with. Over time, constant exposure to video allows them to build listening resilience, improve meaning prediction, and understand language structures more intuitively. When these two aspects work together, students not only learn to understand speech on the surface, but also begin to develop a deep understanding of the language patterns that often appear in authentic conversations. Thus, the combination of viewing habits and the use of subtitles provides a complementary impact that accelerates the development of listening skills and increases students' readiness to deal with more complex communication situations.

4. Repeated Audio-Visual Exposure Helps Students Build Sensitivity to Language Patterns, Structures, and Phonological Characteristics Naturally

Repeated exposure through English-language videos makes a great contribution to the development of students' listening skills, especially in terms of recognizing language patterns and understanding speech structures intuitively. Harmer (2015) emphasized that one of the main keys in language acquisition is sufficient exposure to authentic inputs, because constant repetition makes students more sensitive to phonological patterns, language rhythms, and forms of speech that often appear in daily communication. In this context, videos present language experiences that are close to real conditions, so that students not only hear a single vocabulary, but also see how words, phrases, and intonation work simultaneously in conversation.

As students watch videos regularly, they gradually learn to identify the way native speakers connect words, perform sound reduction, and use pressure and pauses to mark specific meanings. Harmer (2015) explains that this kind of exposure provides an opportunity for students to understand language more deeply because they learn through natural processes: listening, paying attention, imitating, and finally internalizing the pattern without having to consciously analyze it. Thus, learning through video makes students accustomed to recognizing sentence structures, general expressions, and conversation patterns that appear repeatedly in daily communication.

Furthermore, audiovisual exposure also helps to increase students' sensitivity to variations in accent, speech style, and speech speed. Through videos, students can observe the differences in the way people speak in formal, casual, or narrative situations, so they have a broader understanding of the diversity of the English language. Harmer (2015) emphasized that variety of inputs is essential to enrich the learning experience and help students develop flexibility in understanding different forms of speech. With this kind of exposure experience, students become more confident when dealing with complex listening material, because they are used to a variety of authentic communication situations.

5. Subtitles Play a Role in Overcoming Common Challenges in Listening, Such as Speech Speed, Accent Variation, and Difficult Sound Perception

The results show that subtitles play an important role in helping students overcome various challenges that are common in listening activities, especially when they have to understand native speakers' speech which is often fast, full of sound reduction, or uses certain accents. Goh (2000) explained that many foreign language learners experience difficulties not only because of the lack of vocabulary, but because the way of speech delivered by native speakers is often not in accordance with the form of words learned in writing. For example, the presence of *connected speech*, noise cancellation, pressure changes, and rapid speech rhythms make it difficult for students to grasp the boundaries between one word and another.

In situations like these, subtitles serve as visual supports that help students maintain focus on the core of the message. By looking at the text that appears along with the audio, students can understand the written form of a word or phrase that was previously difficult to recognize when just heard. Goh (2000) emphasizes that this kind of support helps students build phonological awareness, as they can see the direct relationship between the spoken form and the written form of the speech they hear. This process encourages students to

become more skilled in predicting meaning, interpreting context, and understanding information more comprehensively.

In addition, subtitles also provide a sense of security for students who are still in the early stages of listening skills. When students feel able to follow the material with visual aids, their confidence increases and anxiety in listening activities decreases. This supportive learning environment accelerates the development of their understanding of more complex speech. Thus, subtitles not only help to understand the material at the time, but also strengthen the foundation of long-term listening skills by reducing the barriers that usually hinder students from understanding authentic English-speaking conversations.

6. Data Consistency and Low Variation Between Students Indicate a Homogeneous Learning Pattern and Show High Validity of Findings

The results showed that most students had relatively uniform habits in watching English videos and using subtitles. This pattern can be seen from the low variation of data, which shows that digital media-based learning behaviors are already part of their routine. Richards (2015) emphasizes that in the modern era of learning, digital media has not only become an additional tool, but has become a core part of the way students acquire and process language input. He explained that today's students grow up in an environment that is loaded with visual and audiovisual content, so their preference for media such as YouTube videos, movies, and streaming platforms greatly influences the way they learn languages.

This consistency of learning patterns reinforces the finding that video viewing habits and the use of subtitles are really relevant and significant in improving listening skills. Since the majority of students use the same medium for a considerable period of time, the impact of this habit cannot be considered a coincidence or only occurs in a small percentage of students. Richards (2015) emphasized that when language input is provided through media that is interesting, familiar, and has become part of students' daily lives, the process of language acquisition takes place more effectively. Video and subtitles, in this context, provide a means of learning that is in accordance with the learning style of the digital generation, namely learning through visuals, audio, and live experiences that are not as rigid as conventional methods.

In addition, this uniformity of habits suggests that video-based learning has great potential to be integrated into the formal learning process. If students are used to learning from audiovisual media outside the classroom, then the use of a similar approach in listening learning in schools can create a continuity that strengthens their understanding. Thus, the findings of this study underline the importance of utilizing media that is in accordance with the characteristics and learning culture of current students, as explained by Richards (2015), that the effectiveness of learning depends on the extent to which methods and materials are able to connect with students' experiences and habits in the digital world.

7. Limitations and Further Research Directions

Although the findings of this study provide a strong picture of the influence of English video viewing habits and the use of subtitles on students' listening skills, some limitations still need to be acknowledged. The number of samples used is relatively small, namely only 30 students from one school, so the results of the study cannot be generalized to a wider population. In addition, the

measurement of viewing habits and the use of subtitles still relies on self-reported data, which can be influenced by students' memory or the tendency to give answers that are considered "good". The duration of the treatment was also relatively short, because students only participated in two viewing sessions before the listening test was carried out. Future research will need to involve a larger and more diverse sample, use more objective measurement methods such as digital activity recordings, as well as implement long-term designs to see if the influence of viewing habits remains consistent over time.

In addition, the study focused only on English-language videos with English subtitles, while other types of media—such as movies, vlogs, documentaries, educational games, or interactive platforms—may have a different impact on the development of listening skills. Variables such as student motivation, initial ability level, and availability of technology access at home have also not been studied, even though these factors have the potential to affect their learning patterns and listening ability outcomes. Therefore, further research can explore more diverse types of audiovisual inputs, including bilingual subtitles, AI-based automatic subtitling, or adaptive learning features. These studies will be very relevant to see how digital innovations can further optimize listening learning in the era of digital literacy and 21st century skills.

Conclusions and Suggestions

The results showed that the habit of watching English videos and the use of subtitles had a real influence on the listening ability of grade X students of SMA Negeri 1 Widodaren. These two variables were proven to be positively and significantly related based on correlation analysis, and made a considerable contribution to the variation in listening ability based on regression analysis. Viewing habits provide authentic and consistent language exposure, while subtitles serve as visual aids that make it easier for students to understand spoken language, especially in terms of pronunciation, new vocabulary, and sentence structure. Overall, these findings confirm that the combination of audiovisual media and subtitles is an effective and relevant learning strategy to improve listening skills in the context of English language learning.

Based on these results, several recommendations can be considered for future learning development. Teachers can use English videos in a more planned way in their listening activities, starting with videos that use English subtitles before moving on to videos without subtitles to increase student independence. Schools are also recommended to provide supporting digital facilities, such as stable internet and adequate audio devices, so that audiovisual media-based learning can run optimally. In addition, students are encouraged to improve their self-practice by watching English-language content outside of class. For further research, it is recommended to use a larger sample, longer research duration, and more diverse media types so that the results obtained are more comprehensive. This approach is expected to enrich understanding of the factors that affect listening skills and support the creation of more effective learning strategies.

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