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Investigating the Utilization of Subtitles on EFL Learners' Spoken Production

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Abstract

This study investigated the utilization of subtitles on EFL learner's spoken production. Sixty three EFL learners from University of Kanjuruhan Malang, Indonesia were willing to take part in this research activity. They were grouped into beginner (N=30), intermediate (N=24), and advanced levels (N=9) based on their equivalent paper-based TOEFL test. Those participants were randomly assigned into three groups: Group 1 was exposed to videos with L2 subtitles, Group 2 was exposed to videos with L1 subtitles, and Group 3 was exposed to videos with L0 or without subtitles. Each group constituted 21 participants from different levels, beginner (N=10), intermediate (N=8), and advanced (N=3). After eight weeks of treatments they were assigned to watch "Upside Down" English video and promptly gave comment by answering six questions pertaining to the video they had seen. A Two-Way Factorial ANOVA was applied to analyze the data obtained from the recorded comments. The result showed that there was significant difference performance among all groups L2, L1, and L0 subtitles across all levels of English proficiency. Despite the fact that the use of L2 subtitles outperformed L1 and L0, however, interaction effect between subtitles and levels was only found between L2 and L0. The higher the level of English proficiency the less need to use subtitles. Therefore, EFL learners should notice this to brush up their spoken English and EFL teachers have to consider learners' English proficiency level when they use subtitles as supplementary teaching media.

Keywords: Utilization of subtitles, multimodal learning, EFL learners, spoken production

INTRODUCTION

Providing subtitles when EFL learners were watching English videos play very important role for its benefit on EFL learners' understanding, styling, and developing their English spoken production. They help learners perceive what they are watching about and this development was not absolutely beneficial unless appropriate choice of subtitles chosen

in order to feel free of mimicking the utterances heard from the video and these utterances belong to micro skills of oral communication. Since the microskills of oral communication by English native speakers appeared in movies, they become a model for learners to develop their speaking ability by imitating some particular elements of language form focusing on the quality and intensity of the exposure. These microskill includes phonemes, stress, rhythm, intonation, phrases, grammar and so forth and the utterances spoken in English movies are the manifestation of microskills of oral communication.

Communication practices through aural, textual, and visual resources-or modes-can be used to compose messages. So, the mode of sound, picture, and texts are used at the same time to give real samples of more comprehensible communication. This is beneficial in order to create meaning to learn and to practice producing meaning as well. L2 movies with L2 subtitles can be used as a model to develop speaking ability as the students watch picture motion, listen to L2 sounds, and read L2 subtitles. Learners have ample of opportunities to expose their second language by utilizing multimodal learning strategy. This present study aims at investigating the utilization of subtitles on EFL learner's spoken production and elaborates how speaking skill as a foreign or a second language is developed through exposing learners with second language exposure as many as possible by means of utilizing second language movies (English movies) with second language subtitles (English subtitles) in comparison to the use of L1 and L0 subtitles.

LITERATURE REVIEW

Research on the utilization of subtitles have been carried out by many researchers resulting various findings to date. According to (Vanderplank, 1990) who examined how learners of English used captions over a three-month period found that learners who took notes while watching captioned videos produced more accurate language on subsequent comprehension exercises. Those who did not take notes comprehended as well as the note-taking group but did not retain specific language used in the videos. He concluded that attention and processing are important for the intake and long-term retention of forms through caption.

Meanwhile, Garza (1991) compared Russian ESL learners' comprehension of video segments with second language (L2) subtitles to that of video segments without captions. The results showed that a textually enhanced visual channel, which presents information redundant to that presented by the auditory channel, facilitates students' comprehension. Mirvan (2013) revealed that L2 subtitles help students understand and improve their reading skills and it effects on developing students reading and communication skill. It means that films offer a visual context aids which help students understand and improve their reading skills.

As Koolstra and Beentjes (1999) worked on 246 Dutch children in Grade 4 and Grade 6, they were shown a 15-minute American documentary once with subtitles and once without subtitles. The study demonstrated that children acquired more English vocabulary from watching subtitled compared to those who watched the program

without subtitles. Children in the subtitled condition also performed significantly better on a word recognition test, consisting of words heard in the soundtrack and words that could have been used in the context of the particular program. It was confirmed by Ebrahimi and Bazaee (2016) arguing that films were not only a tool of encouragement to amuse learners, but to help them to understand different kinds of utterances either in American or British English as well.

Watching English videos with English (L2) subtitles, EFL learners are able to acquire English subconciously as they are exposed to English sounds to listen and English text to notice simultaneously that make learners comprehend the input from watching the videos. It is in line with Krashen (2013) who proposed Second Language Acquisition (SLA) stating that learners can learn a large amount of language unconsciously through ample comprehensible input. The use of the target language in real communicative environment and the stress on rich comprehensible input by exposing the learners to the target language in the classroom, facilitate their language acquisition. Therefore, by watching the video with subtitle, learners are not only able to understand the story exposed in the scene but comprehend some words related to the scene they have watched as well.

As Ohta (2000) states that language production within a meaningful context and through interaction has been demonstrated to assist second language acquisition. Also, several research studies have shown that language production within a meaningful context resulted in improvements in language acquisition (Nagata, 1998). According to Swain (1993) output hypothesis, language production within a meaningful context and through interaction: (1) provides the opportunity for 'contextual' use of linguistic resources, which leads to 'automaticity' in language use; (2) forces 'syntactic processing' where students pay more attention to syntax when listening in order to use it in their own language production later on; (3) helps students to 'recognize what they do not know or know partially'; (4) provides opportunity for 'testing hypotheses' in order to see the linguistic features that work.

Research on L2 subtitles included English proficiency levels, for example, Bird and Williams (2002) focusing on the implicit and explicit learning of spoken words and non-words. A first experiment with 16 English native and 16 Advanced non-native speakers demonstrated that participants in the captioned condition were better able to implicitly retain the phonological information they had just processed. They also showed superior explicit recognition memory when asked to aurally identify words that had been presented in a previous phase. A second experiment with 24 Advanced ESL students found that captioning had a beneficial effect on word recognition and implicit learning of non-word targets paired with two rhyming and two non-rhyming aural cues, especially in the rhyme condition. According to Hirose and Kamei (1993), the use of L2 subtitles outperformed EFL learner's comprehension than the absent of these English texts aid in film. EFL learners proficiency levels affect their understanding in using L2 subtitles indicating that the improvement of comprehension on the films they watched was the increasing their levels as well.

Although Bianchi and Ciabattoni (2008) conducted a broad-range investigation into short-and long-term effects of captioning and subtitling in beginner, intermediate, and advanced Italian adult learners of English, the design of their research instruments did not touch learners utterances after the treatment given since all aspects they measured were about comprehension and acquisition of English language. Lavaur and Bairstow (2011) claimed that viewers' fluency levels affected learners' comprehensin when subtitles in film were presented. From dialogue information processing gained better understanding than information processing for beginner, intermediate, and advance level. However, from information processing the result of subtitles affected differently. The effect of L2 subtitles on EFL learners' oral fluency and accuracy for intermediate level, without doubt, improve significantly better after treatment (Ayand & Shafiee, 2016). Therefore, using L2 subtitles in movies could be implemented by ESL teachers to teach intermediate ESL/EFL learners.

EFL learners take advantages of being exposed by different kinds of modes-multimodality-to improve comprehension, but L2 subtitling is more beneficial than L1 because it causes less lexical interference (Guichon & McLornan, 2008). The information from subtitles is so beneficial for leaners since this valuable information is concerning the consistency of viewing behavior (Wagner, 2007) and it is in line with (Grgurovic & Hegelheimer, 2007) who claim that participants interacted with the subtitles more frequently and for longer periods of time than with the transcript. Therefore, Captioning was more effective than no captioning and captioning during the first showing of the videos was more effective for performance on aural vocabulary tests (Winke, Gass, & Sydorenko, 2010) supporting to have speech performance.

Finally, research on the use of L2 subtitles and L2 movies resulted similar conclusion, for examples, Zarei (2009) stated that bimodal subtitling is significantly better than the standard subtitling, which, in turn, is significantly better than reversed subtitling because when the soundtracks are in their native language, the learners may not feel the need to read the subtitles simply because comprehension is achieved without them. When they do not read the subtitles, they do not learn new words, receptively or productively. Harji, Woods and Alavi (2010) concluded that it was significantly proven that the presence of subtitles on the videos helped learners better acquire the words used in the conversations and employing multimedia, such as audio video appliances, in language teaching environments assists learners to receive the language through multisensory channels. Pasban, Forghani, and Nouri (2015) concluded that the learners in the experimental group outperformed those of control group by watching English captioned movies which affects student's phrasal verb knowledge.

So far, it is quite seldom for Indonesian writers to explore similar topic since they are mostly authors from different parts of the world. They are also seldom to investigate the research subject of different English proficiency levels altogether, particularly to investigate EFL learners spoken production. Therefore, this study is important to carry out and this article is focusing on the use of L2 subtitles in L2 video with interesting

picture motion across different levels of English proficiency: beginner, intermediate, and advanced.

Research questions

- Do EFL learners watching English videos with L2 subtitles have better spoken production than those watching videos with L1 and L0 (without subtitles) for beginner, intermediate, and advanced level?
- Is there any interaction effect between subtitles and levels of EFL learners' spoken production?

METHOD

This study was conducted by means of experimental research design which aims at utilizing L2 (English) subtitled videos to investigate the effect on EFL leraners' language spoken production across differnet levels of English proficiency. Two-way Independent ANOVA was applied since it deals with two predictor variables. In other words, when an expriment has two or more independent variables it is known as factorial design, this is because variables are sometimes referred to as factors (Field, Miles, & Field, 2013). Factorial designs are used in the educational experiments when the researchers manipulating an experimental variables measure the effect of the independent experimental variables across different sub group in the samples, like the effect on different age groups of the samples, different intelligence group of the samples, different sex, etc. (Latief, 2013). In this case, the researcher used different participants to compare the spoken production and each participant is grouped based on the use of subtitles (L2-Subtitles, L1-Subtitles, and L0 or No-Subtitles) accompanied by interesting picture motion applied to different levels of English proficiency: Beginner, Intermediate, and Advanced.

Participants

There were 63 out of 210 EFL learners, from University of Kanjuruhan Malang, Indonesia, willing to take part in this research activity. They were selected based on the result of their Paper-Based Equivalent TOEFL test as a standard test in Teaching English as a Foreign Language (TEFL). There were three levels of participants taking part in this study: Beginner, Intermediate, and Advanced. Participants whose scores 380 or less were classified as Elementary/Beginner level, up to 450 were classified as Intermediate level and up to 630 were classified as Advanced level (Joy, 2014). Each level had different number of participants: 30 Beginner, 24 Intermediate, and 9 Advanced. All participants were grouped as L2-Subtitles, L1-Subtitles, and L0 or No-Subtitles.

Analysis of variances among groups L2, L1, and L0 subtitles from Equivalent Paper-Based TOEFL test scores were obtained before the treatment condition and the result of Equivalent Paper-Based TOEFL test showed from the Levenes' Test of Homogeneity of Variances that there's no significant diffence among the three means of the Paper-Based TOEFL scores which means that the performance of the three groups are homogenous. The mean of L2 is 407.46 and the standard deviation is 47.854, the mean of L1 is 407.62

and the standard deviation is 47.237, the mean of L0 is 407.11 and the standard deviation is 47.132. It was reported from ANOVA Test that F=.001 and p= .999 indicating that the null hypothesis of the variances cannot be rejected since probability (p= .777) that is due to sampling error is higher than the significant level (α=.05). It can be concluded that the three groups are said to be homogenous before the treatment was conducted. We divided the groups of the same size (Table 1).

Table 1. Distribution of Beginner, Intermediate and Advanced students within Subtitles Groups

	Group 1 L2 Subtitles (English)	Group 2 L1 Subtitles (Indonesian)	Group 3 L0 Subtitles (No Subtitles)	Total
Beginner	10 (48%)	10 (48%)	10 (48%)	30 (48%)
Intermediate	8 (38%)	8 (38%)	8 (38%)	24 (38%)
Advanced	3 (14%)	3 (14%)	3 (14%)	9 (14%)
Total	21 (100%)	21 (100%)	21 (100%)	63 (100%)

Instruments

The instruments used in this study was video recorder from Android-based mobile phone used to record the EFL learners' oral performance after watching the video. A test of language production was also used which was adopted from one of the speaking test on CBT or iBT TOEFL consisting of two independent tasks and four integrated tasks. The first two questions are called Independent Speaking Tasks because they require the test takers to draw entirely on their own ideas, opinions and experiences when they responses. The other four questions are called Integrated Speaking Task because they require the test takers to integrate their English-Language skills-listening and speaking, or listening, reading and speaking-just as they must do during a class or outside the classroom. Those tasks were adapted by suiting the research need in terms of describing and giving comment about the videos.

Procedure

The participants were drawn in the basis of standardized test result which categorizes the levels: beginner, intermediate, and advanced. Those participants were then assigned to the experimental condition (L2-Subtitles) and (L1-Subtitles) and the other participants were assigned to the control condition (L0 or No-Subtitles). The treatment was given for eight weeks in accordance with the group assigned and each week, the reseacher showed one video and had a discussion about the video they had seen. For the sake of practicality and efficiency, the video was shown only the opening, climax, and the closing. The opening consists of the introduction of the characters, the climax consists of the peak action that the characters involved, and the closing consists of the ending of the story. The scenario of the treatments could be seen from the following activities:

- Researcher asks learners to watch English movies with L2 subtitles for Group 1, L1 subtitles for Group 2, and L0 subtitles for Group 3.
- Researcher asks learners to watch English movies again with L2, L1, and L0 subtitles in accordance with each group while pausing for every 1 minute.

- Researcher explains some difficult phrases and complex sentences from the scene and Learners listen and repeat them after the researcher.
- Learners have a group discussion about the movie.
- Researcher asks learners to watch English movies again based on their own subtitles and group.
- Learners give comment about the movies.

The movies choosen were those containing controversial events that enable learners to think of giving opinion about them and therefore the present study used the following movie titles:

1. Captain America: The first Avenger
2. Real Steel
3. Avangers Age of Ultron
4. Dream House
5. Elysium
6. 47 Ronin
7. War Horse
8. The Legend of Hercules

After eight weeks of treatments, participants were asked to watch a video entitle "Upside Down" with different subtitles for different group. Furthermore, they answered six questions related to the video they had just seen as follows:

1. What is the movie telling you about? Describe!
2. What do you think of the characters on the movie?
3. What controversial event can you detect from the movie?
4. How is the ending of the story in the movie?
5. Do you agree with the main actor/actress' action? Why? And why not?
6. What can you learn after watching the movie; in term of your English language development?

Data Collection and Analysis

The data gathering were obtained from the participants' oral production after being recorded. Some steps that the researcher should do in collecting the data including (1) The researcher divided the groups into L2-Subtitles, L1-Subtitles, and L0 or No-Subtitles and each group consists of Beginner, Intermediate, and Advanced level, (2) The researcher asked each group to watch the videos based on the group (Group L2-Subtitles watch the video with L2 subtitles, Group L1-Subtitles watch the video with L1 subtitles, and Group L0-Subtitles watch video without subtitles), and (3) the researcher recorded the speech production right after watching the videos. This recording was done in such a way in order not to disturb the naturalism of the speech production, (4) Having been recorded, the data were classified into measuring EFL spoken production based upon the scoring rubric (Table 2).

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Table 2: Scoring Rubric of Speaking Test

Domain	Scores	Criteria
Pronunciation	5	Phonetically correct, Almost error-free, Awareness of accent, Genuine effort to sound like native speaker
	4	Comprehensible, generally correct, Occasional error
	3	Frequent errors that confuse listener and require guessing at meaning
	2	Many errors that interfere with comprehensibility
	1	Most utterances contain errors, Many utterances are incomprehensible, Little communication
	0	No attempt
Vocabulary	5	Very good; wide range, Uses appropriate and new words and expressions, Interesting response
	4	Good, appropriate vocabulary, Generally good response
	3	Vocabulary is just adequate to respond, No attempt to vary expressions, Basic
	2	Inadequate vocabulary or incorrect use of lexical items, Communication difficult
	1	Does not complete responses, Responses one or two words in length, Vocabulary repeated
	0	No attempt, Totally irrelevant answer
Syntax	5	No grammatical errors, Speaker self-corrects without hesitation
	4	Two or fewer syntax errors, Minor errors that do not impede communication
	3	Frequent errors, Self-corrects on some
	2	Many errors (agreement, verb forms), Errors in basic structures, Errors impede communication
	1	Most structures incorrect, Constant use of infinitive; no conjugation, Listener understands only because of past experience
	0	No attempt or repeat cue
Fluency	5	Smooth flow, Quick, continuous flow, Natural pauses
	4	Occasional hesitation, searching for words, Speaker can self-correct and respond to cues
	3	Halting, hesitating, Visibly translating before responding, Can rephrase and respond
	2	Frequent hesitations, searches for words, Overly translates questions before response, Eventually responds
	1	Constant searching for vocabulary, verb tense, Does not complete utterances
	0	No attempt, May repeat cue

The data of EFL learners' spoken production were scored based on scoring rubric and were stored in SPSS as a statistical program and Two-way Independent ANOVA was used for statistical analysis since the effect of the experiment was shown up in the between-group variance rather than in the within participant variance. The researcher got the result of the difference among using L2 with subtitles, L1 subtitles, and L0 subtitles and from all levels: Beginner, Intermediate, and Advanced. The level of significance was set at

.05 indicating that the difference among the variables was not due to sampling error. In other words, the researcher used 95% confidence to gain the truth of the study. From this data analysis, the researcher came up with conclusion whether the null hypothesis is rejected which indicates that there is a significant difference between watching English video with L2 subtitle and with L1 subtitles and L0 or without subtitle from this statistical procedure.

RESULTS

The effect of Subtitles on English spoken production across all Levels of English proficiency

The overal spoken production produced by 63 EFL learners of the University of Kanjuruhan Malang was based on the result of watching the same English video with different subtitles from different groups, L2, L1, and L0 subtitles, and from different levels, beginner, intermediate and andvance. They had to answer six questions which were later on examined using speaking scoring rubric. The effect of manipulating two independent variables; subtitles and levels toward one dependent variable; speech production, detemining the present study to utilize Two-Way ANOVA analysis. It can be reported by looking at the result of univariate analysis of variance from the output of this analysis.

Table 3: Descriptive Statistics of EFL learners' Spoken Production

Dependent Variable: Spoken Production

Subtitles	Levels	Mean	Std. Deviation	N
L2 Subtitles	Beginner	76.5000	5.29675	10
	Intermediate	83.7500	6.40870	8
	Advance	90.0000	5.00000	3
	Total	81.1905	7.40013	21
L1 Subtitles	Beginner	73.0000	6.32456	10
	Intermediate	78.7500	3.53553	8
	Advance	80.0000	.00000	3
	Total	76.1905	5.67996	21
L0 Subtitles	Beginner	67.0000	4.21637	10
	Intermediate	78.7500	2.31455	8
	Advance	93.3333	2.88675	3
	Total	75.2381	9.93431	21
Total	Beginner	72.1667	6.52361	30
	Intermediate	80.4167	4.87154	24
	Advance	87.7778	6.66667	9
	Total	77.5397	8.17515	63

As a preliminary analysis, we can see from the table of descriptive statistics that the use of L2 subtitles affects the spoken production of EFL learners and the mean total of each subtitles and its standard deviation are L2 (μ = 81.19, σ = 7.40), L1 (μ = 76.19, σ = 5.68), and L0 (μ = 75.24, σ = 9.93). It means that the use of L2 subtitles outperforms the other use of subtitles successively (L2 > L1 > L0). However, only advanced EFL learners using L0 or without subtitles perform better than the other use of subtitles (L0 = 93.33 > L2 =

90.00 and L1 = 80.00; L2 = 90.00 > L1 = 80.00). In order to know whether these differences among the use of subtitles across different levels are significant or not, we need to know the result of univariate test of spoken production in their Test of Between-Subjects Effects as presented in Table 4 as follows.

Table 4: Tests of Between-Subjects Effects of EFL learners' spoken production

Dependent Variable: Spoken Production

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2891.984[a]	8	361.498	15.596	.000
Intercept	310424.581	1	310424.581	13392.485	.000
Subtitles	310.879	2	155.439	6.706	.003
Levels	2008.095	2	1004.048	43.317	.000
Subtitles * Levels	454.524	4	113.631	4.902	.002
Error	1251.667	54	23.179		
Total	382925.000	63			
Corrected Total	4143.651	62			

a. R Squared = .698 (Adjusted R Squared = .653)

Tests of Between-Subjects Effects of EFL learners' spoken production was reported as follows. First, there was significant main effect of utilizing subtitles in English video to EFL learner's spoken production because the significant value of subtitles (.003) is less than .05 (.003 < .05) and therefore, the null hypothesis was rejected, $F(2, 54) = 6.71$, p < .05. Second, in terms of levels, it can be reported that there was significant different performance of EFL learners' spoken production for levels beginner, intermediate, and Advanced since the significant value of levels (.000) is less than .05 (.000 < .05) and therefore, the null hypothesis was rejected, $F(2, 54) = 43.317$, p < .05. Moreover, the interaction effect between subtitles and levels, Subtitles*Levels, can be reported that there was significant interaction effect between subtitles and levels because the significant value of Subtitles*Levels (.002) is less then .05 (.002 < .05) and therefore, the null hypothesis was rejected, $F(4, 54) = 4.902$, p < .05.

The next step to examine is that the multiple comparisons of the predictors; that is, the spoken production as the dependent variable, so as to make researcher knows which pairs of the preditors are significant (Table 5). Using Bonferroni to check the equal variances assumed, it was found that there were three pairs to check; that is, (L2-L1), (L2-L0), and (L1-L0). The first pair (L2-L1) was reported that there was significant difference means between the use of L2 subtitles and L1 subtitles because the significant value of pair one (L2-L1) is.004 which is less than .05 (.004 < .05) and, therefore, the null hypothesis was rejected. It was also reported from the descritive statistic as the preliminary analysis that using L2 subtitles was better than L1 subtitles (81.19 > 76.19) with M$_{diff}$ = 5.000. It implies that English as a Foreign Language learners should use L2 subtitles to improve their spoken production.

Table 5: Multiple Comparisons of EFL learners' spoken production

Dependent Variable:　Spoken Production

	(I) Subtitles	(J) Subtitles	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Bonferroni	L2 Subtitles	L1 Subtitles	5.0000*	1.48577	.004	1.3289	8.6711
		L0 Subtitles	5.9524*	1.48577	.001	2.2813	9.6235
	L1 Subtitles	L2 Subtitles	-5.0000*	1.48577	.004	-8.6711	-1.3289
		L0 Subtitles	.9524	1.48577	1.000	-2.7187	4.6235
	L0 Subtitles	L2 Subtitles	-5.9524*	1.48577	.001	-9.6235	-2.2813
		L1 Subtitles	-.9524	1.48577	1.000	-4.6235	2.7187

Based on observed means.
The error term is Mean Square (Error) = 23.179.
*. The mean difference is significant at the .05 level.

The second pair (L2-L0) was reported that there was significant difference means between the use of L2 subtitles and L0 subtitles because the significant value of pair two (L2-L0) is.001 which is less than .05 (.001 < .05) and, therefore, the null hypothesis was rejected. It was also reported from the descritive statistic as the preliminary analysis that using L2 subtitles was better than L0 subtitles (81.19 > 75.24) with M$_{diff}$ = 5.9524. It implies that English as a Foreign Language learners should use L2 subtiles to improve their spoken production. The last pair (L1-L0) was reported that there was no significant difference means between the use of L1 subtitles and L0 subtitles because the significant value of the last pair (L1-L0) is 1.000 which is greater than .05 (1.000 > .05) and, therefore, the null hypothesis failed to be rejected. It implies that English as a Foreign Language learners should not use L1 subtitles to improve their spoken production even though L1 was reported to be better than L0 (76.19 > 75.24) since the difference was not significant.

The interaction Effect between Subtitles and Levels of English proficiency on EFL learners' spoken production

The interaction effect between subtitles and levels was summarized as follows. First, the spoken production was reported that there was significant interaction effect between subtitles and levels because the significant value of Subtitles*Levels (.002) is less then .05 (.002 < .05). Therefore, the null hypothesis was rejected, $F(4, 54) = 4.902$, p < .05. Interaction effect between subtitles and levels of English proficiency was statistically significant obtained from EFL learners' spoken production based on Tests of Between-Subjects Effects (Table 3). Hence, the estimated marginal means of spoken production was further examined by using Two by Two Factorial ANOVA and it was found that Subtitles*Level was statistically significant, $F(2, 36) = 4.385$, p-value = .020 which is lower than .05 level of significance. The estimates means and pairwise comparison showed that there was significant interaction effect between L2-L0 subtitles and Beginner level because p-value is lower than alpha level (.000070 < .05), and L2 sutitles is greater than

L0 subtitles (76.500 > 67.000) with M_{diff} is 9.500. Also, there was significant interaction effect between L2-L0 subtitles and Intermediate level because p-value is lower than alpha level (.041344 < .05), and L2 sutitles is greater than L0 subtitles (83.750 > 78.750) with M_{diff} is 5.000. However, there was no significant interaction between L2-L0 subtitles and Advanced level since the the p-value was greater than alpha-level (.393428 > .05).
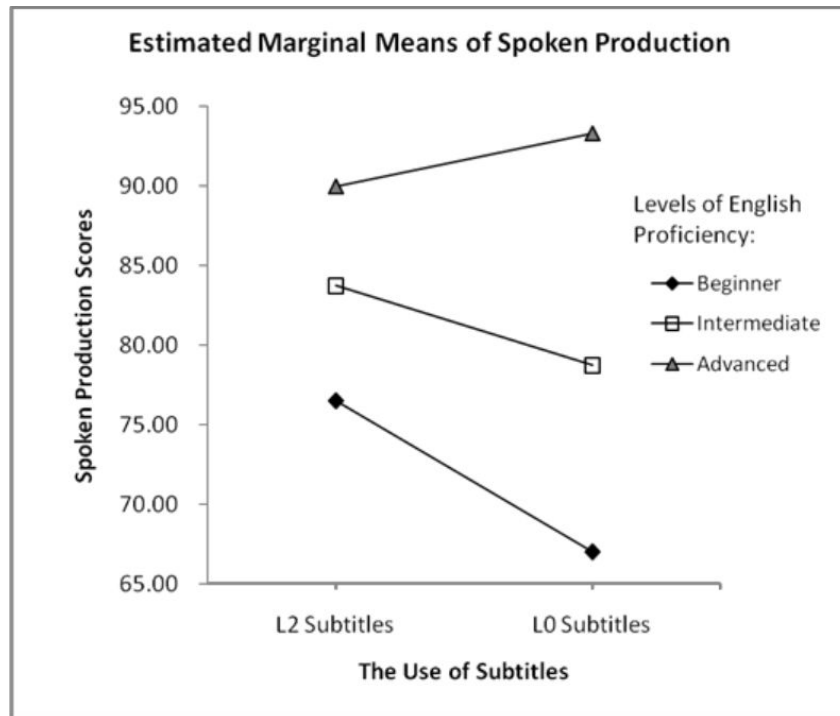

Figure 1: Pairwise Comparisons between L2-L0 Subtitles and all Levels of English Proficiency on EFL Learners Spoken Production.

By looking at Figure 1, the interaction would probably look statistically significant at advanced level since the magnitude of the difference between L2 and L0 subttiles seems to be like significant across all level of English proficiency. In fact, they were only significant at beginner and intermediate level. Despite the fact that levels Biginner and Intermediate are statistically significant, beginner level gives bigger effect on the use of L2 subtitles than Intermediate level. So, the difference between L2 and L0 subtitles in spoken production depends upon the Level of English Proficiency. The higher the English proficiency level of EFL leaners is the less they need to use the Subtitles.

DISCUSSION

The effect of Subtitles on English spoken production across all Levels of English proficiency

The first research question addressed the effect of Subtitles on English spoken production across all levels of English proficiency. It is elaborated as follows; firstly, in response to this question, Table 3 revealed that the use of L2 subtitles outperformed EFL learners' spoken production for all levels of proficiency. It means that the use of L2 subtitles in combination with L2 sound and interesting picture motion create EFL learners' L2 acquaisation better than L1 and L0 subtitles utilization. It is in line with Krashen (2013) stating that learners can learn a large amount of language unconsciously through ample comprehensible input. Also, it is supported by Koolstra and Beentjes (1999) who claims that children acquired more English vocabulary from watching subtitled videos. With respect to this debate, language production within a meaningful context and through interaction happening in English videos supplemented by L2 subtitles can assist second language acquisition (Ohta, 2000) and resulted in improvements in language acquisition (Nagata, 1998). In fact, the presence of subtitles on the videos helped learners better acquire the words used in the conversations (Harji et al., 2010).

Secondly, interesting picture motion shown in English videos associated with the use of subtitles enabled EFL learners to understand the story well and led them to produce better utterances. As Garza (1991) argued that with second language (L2) subtitles facilitates students' comprehension which was reconfirmed by Mirvan (2013) that films offer a visual context aids which help students understand and improve their reading skills. Furthermore, Guichon and McLornan (2008) assure that being exposed by different kinds of modes-multimodality-EFL learners improve comprehension but L2 subtitling is more beneficial than L1 because it causes less lexical interference. Despite the present study seemed to support the previous researchers in terms of subtitles use, it could not be claimed that L2 utilization for advanced learners was more superior than L1 and L0 subtitles as the evidence were too small to be claimed significant. It may be caused by their English proficiency which did not require any subtitles anymore even though Bird and Williams (2002) found that captioning had a beneficial effect on word recognition.

Lastly, the present study was claimed to be effective in using L2 subtitles combining with L2 sound and picture motion for beginner and intermediate levels of EFL learners' proficiency. These findings were in line with Vanderplank (1990) who reported that learners who took notes while watching captioned videos produced more accurate language. So, it is important for leraners to notice L2 subtitles consistently (Wagner, 2007) and interacted with the subtitles more frequently (Grgurovic & Hegelheimer, 2007) in order to be more effective and to support to have speech performance (Winke et al., 2010). Therefore, ussuring the L2 utilization when watching English videos was evidently supported by Zarei (2009) stated that bimodal subtitling is significantly better than the standard subtitling and by watching English captioned movies which affects student's phrasal verb knowledge (Pasban et al., 2015) needed by ELF leraners when communication in spoken took place.

The interaction Effect between Subtitles and Levels of English proficiency on EFL learners' spoken production

The second research question focused on the interaction effect between subtitles and levels of English proficiency on EFL learners' spoken production. Findings on Table 4 revealed that the interaction between Subtitles and Levels was statistically significant for beginner and intermediate level between L2 and L0 subtitles. The difference between L2 and L0 subtitles in spoken production depends upon the Level of English Proficiency. The higher the English proficiency level of EFL leaners is the less they need to use the Subtitles.

The use of L2 subtitles outperformed EFL learner's comprehension than the absent of these English texts aid in film. EFL learners proficiency levels affect their understanding in using L2 subtitles indicating that the improvement of comprehension on the films they watched was the increasing their levels as well (Hirose & Kamei, 1993). However, Bianchi and Ciabattoni (2008) states that we do not only need to know various aspects but also to limit the power of these aspects in order to obtain the result of comprehend language use in a movie suplemented by either L2 or L1 subtitles such as types of language features and proficiency levels. As Bianchi and Ciabattoni (2008) argued that "beginners were advantaged to a greater degree by subtitles, while more advanced levels gained more advantage from captions" (p.87) and this provides information that the efect of subtitles depend on their level of English proficiency.

Lavaur and Bairstow (2011) claimed that viewers' fluency levels affected learners' comprehensin when subtitles in film were presented. From dialogue information processing gained better understanding than information processing for beginner, intermediate, and advance level. However, from information processing the result of subtitles affected differently. The effect of L2 subtitles on EFL learners' oral fluency and accuracy for intermediate level, without doubt, improve significantly better after treatment (Ayand & Shafiee, 2016). Therefore, using L2 subtitles in movies could be implemented by ESL teachers to teach intermediate ESL/EFL learners. In short, the second research question of this study, asking about interaction between subtitles and proficiency level, was affirmed satisfactorily by previous researchers (Hirose & Kamei,1993; Bianchi & Ciabattoni, 2008; Lavaur & Bairstow, 2011).

CONSLUSION AND RECOMMENDATION

The present study explored the effect of using subtitles on EFL learners' spoken production. First, EFL learners watching English videos with L2 subtitles have better spoken production than those watching videos with L1 and L0 (without subtitles) across all English proficiency levels: beginner, intermediate, and advanced. However, only advanced EFL learners using L0 or without subtitles perform better than the other use of subtitles though the different was not significant since there were only a few evidence to be claimed significant. Second, there was significant interaction effect between subtitles and English proficiency levels, particularly, between English subtitles and without subtitles. Although levels biginner and intermediate are statistically significant, beginner level gives bigger effect on the use of L2 subtitles than Intermediate level. So, the difference between L2 and L0 subtitles in spoken production depends upon the level of

English proficiency. Therefore, the higher the English proficiency level of EFL leaners is the less they need to use subtitles.

For pedagogical implication, at last, it is recommended not only for EFL learners to learn English through watching L2 videos with L2 subtitles together with compelling picture motion but for teachers to use English videos with L2 subtitles as suplemenary teaching resources in order to be able to teach English speaking better as well. It is also suggested for syllabus designers to include movie material to learn English in their speaking class. Teachers and syllabus designers will be able to facilitate the students' learning by exposing them to the right kind of subtitled movies.

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