

**USING SUBTITLES AS A BOTTOM-UP LISTENING
STRATEGY IN A MONTESSORI ISLAMIC
INTERNATIONAL SCHOOL**

A Best Practice

**Presented to The Department of English Language Education as Fulfillment of
the Requirements for Obtaining a Bachelor's Degree in English Language
Education**



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FACULTY OF SOCIO AND CULTURAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA**

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APPROVAL SHEET

USING SUBTITLES AS A BOTTOM-UP LISTENING STRATEGY IN

A MONTESSORI ISLAMIC INTERNATIONAL SCHOOL

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ORIGINAL STATEMENT OF EMPLOYMENT

I honestly declare that this best practice Enhancing Listening Comprehension Through Subtitled Video: A Best Practice from Montessori Islamic International School was originally written by me. This best practice is not to include other people's work except those cited in citations and references, as a scientific work should.

Yogyakarta, 1 July 2026



Alsa Diamondna Putri
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MOTTO

لا تخف؛ أنا معك طوال الوقت، أستمع وأرى

"Do not be afraid; I am with you all the time, listening and seeing"
Qur'an 20:46

"As long as you're learning, you're not failing"

DEDICATION PAGE

Alhamdulillahirabbil'alamin, by expressing gratitude to Allah ﷻ who has given me mercy, grace, and blessed the author with countless opportunities to learn and grow. This best practice is dedicated to the people whom the author loves and who are important in her life, especially for:

1. To the greatest blessing Allah SWT has entrusted to me, my beloved parents, Edy Santoso and Ema Rofiah. Whose endless love, sincere prayers, unwavering support, and countless sacrifices have been my foremost source of strength throughout this journey. May Allah SWT bless you with abundant health, happiness, and the highest rewards for everything you have done for me.
2. Beloved brother, Muhamad goldy alfano and his wife Erria sukma sari putri, for all the support, motivation and encouragement. Thank you, your presence has brought warmth and strength throughout this journey. May Allah SWT always bless and protect you.
3. Beloved “kelompok 8” group, thank you for making this journey lighter. Every laugh that relieved the stress, every “you can do it”, and for staying through both easy and difficult days. I couldn't have asked for better people to grow with.
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achievement be the beginning of many more opportunities to seek knowledge, serve others, and earn His pleasure.

5. International teaching practice friends, Ning, Karina, and Amel. Thank you for being such a good partner throughout this journey. Every discussion, every helping hand, and every word of encouragement, and every shared moment that made this experience both meaningful and unforgettable.
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During the process of writing this best practice, the writer has received a lot of support, guidance, and encouragement from many parties. Therefore, I would like to express sincere gratitude to my supervisor Miss Dr. Rizki farani [S.Pd](#) [M.Pd](#) who has patiently guided, supported, and provided numerous suggestions and corrections, as well as constructive feedback, enabling me to complete this report successfully. Appreciation is also extended to the class teacher for the support, consultation, and permission to implement the learning activities in the classroom. The writer also likes to thank the students who participated in the implementation for their cooperation and involvement throughout the learning process. Finally, appreciation is given to all parties who contributed, directly or indirectly, to the completion of this report.

I realize that there are still many shortcomings and that this best practice is far from perfect. However, I hope that this work can provide benefits and assistance to readers and other researchers. Therefore, any criticism or suggestions for improving this research are greatly appreciated and will be welcomed by me.

TABLE OF CONTENT

APPROVAL SHEET	ii
RATIFICATION SHEET.....	iii
ORIGINAL STATEMENT OF EMPLOYMENT.....	iii
MOTTO	v
DEDICATION PAGE.....	vi
ACKNOWLEDGEMENT	viii
LIST OF FIGURES	x
LIST OF TABLES	xi
LIST OF APPENDICES.....	xii
Abstract	xiii
CHAPTER I.....	1
BACKGROUND	1
CHAPTER II	4
CONSTRUCT	4
2.1 Theoretical Foundation.....	4
2.2 Previous Studies.....	5
CHAPTER III.....	8
IMPLEMENTATION	8
3.1 Pre-Activity	8
3.2 While-Activity.....	9
3.3 Post Activity	10
CHAPTER IV	12
REFLECTION	12
REFERENCES	14
APPENDICES.....	16

LIST OF FIGURES

Figure 1.1 The adaptation of Bottom-Up Theory from Richards' (2008)	7
Figure 1.2 Subtitled YouTube Video.....	9
Figure 1.3 School learning material.....	9
Figure 1.4 Task A. Taking notes from video	10
Figure 1.5 Task B. Reflection (about the subtitle).....	11

LIST OF TABLES

Table 1 Richards' 7 Skills.....	4
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LIST OF APPENDICES

Appendix 1 Subtitled Youtube Video	Error! Bookmark not defined.
Appendix 2 School Lesson Plans	16
Appendix 3 Students Worksheets	Error! Bookmark not defined.

Using Subtitles as a Bottom-Up Listening Strategy in a Montessori Islamic International School

Abstract

This best practice was conducted to address the gap between students' different listening proficiency levels and the limited use of subtitles to support understanding spoken English during listening activity. The primary goal of this practice is to support young students in more accurately understanding spoken input by integrating YouTube videos with subtitles as a supplementary listening activity aligned with the learning objective of writing outlines, and this practice is based on the construct of Bottom-Up Listening theory from Richards' (2008), which emphasizes decoding sounds, words, and linguistic cues as the foundation of listening comprehension. Two listening skills are adapted from this theory: distinguishing between positive and negative statements and identifying key words in spoken text. These skills were chosen to align with the characteristics of young students and to support the development of recognition of key transitions in discourse and key word recognition. The implementation took place in two level 5 upper elementary classes in an offline classroom setting. A YouTube video with subtitles selected as supporting input. Students were guided to focus on keywords while watching videos, followed by a simple written assignment to check understanding. This activity was implemented in conjunction with the supervisor to ensure alignment with the existing lesson plan. The result showed a positive student response to the use of subtitles. 10 out of 11 students reported that the subtitles helped them confirm meaning when spoken input was unclear. Students' participation shows engagement indicating enhanced engagement in listening activities. Despite its strength, this practice faced challenges related to limited learning time, as the teaching practice was conducted only twice due to frequent school activities. For future practice, a longer implementation period and additional listening assignments are recommended to strengthen listening accuracy and maintain student engagement.

Keywords: Bottom-Up listening, listening comprehension, subtitled YouTube video, technology integration, young learners.

CHAPTER I

BACKGROUND OF THE STUDY

This best practice was conducted at a Montessori-based international Islamic school located in Malaysia, where subtitles were implemented as a Bottom-up listening strategy. The school promotes holistic education that nurtures students' academic and character development through interactive and student-centered learning. The teaching process emphasizes independence, curiosity, and active participation, aligning with the Montessori philosophy. In this setting English is one of the primary subjects, and students are encouraged to develop all four language skills—listening, speaking, reading and writing—through integrated classroom activities.

The class involved in this study was the upper elementary level 5, consisting of students aged around ten to eleven years old. Each class consisted of students from level 4, 5, and 6, and they studied together despite being different levels. Learning was divided into three sessions, each with its own content, to ensure instruction aligned with their linguistic development. Each class was designed as a small group to optimize individual support, with approximately five to six students per group. During the teaching practice, two level 5 classes were taught: one with five students and the other with six. Despite being placed in the same proficiency group, learners exhibited varying listening abilities. Although most students demonstrated adequate general listening comprehension, some students had difficulty recognizing specific vocabulary

and identifying rapid or connected speech. They often benefited from additional support, such as written subtitles, to better understand the spoken message. Ten out of eleven students reported that subtitles helped them understand the video better.

Several lessons still use video without subtitles, causing many students to struggle in identifying key information and fully understanding the material. This situation created a gap in the effectiveness of one-size-fits-all listening tasks, as not a learner's processed information in the same way. As a pre-service teacher, my role was enhancing their listening comprehension. The teaching took place in an offline classroom setting and followed the school's existing plan to ensure alignment with the ongoing curriculum. The topic at that time was "writing an outline". In addition, to make the lesson more engaging and relevant, a listening activity was incorporated using a YouTube video titled "How to Make an Outline". The video contained English subtitles that allowed students to read and listen simultaneously, helping them identify key words and better understand the spoken information. During the lesson, students demonstrated diverse ways of processing information. Some of them benefited more from visual cues as images and written texts, while others relied heavily on auditory input.

This diversity affected how effectively they engaged in listening activities, as some students needed additional support to understand spoken English. This observation aligns with findings by Yacob et al. (2021), who highlight that YouTube videos and video podcasts offer rich multimodal input that significantly enhances young learners' listening comprehension. To understand their perception, a small survey was conducted, and ten out of eleven students reported that subtitles helped

them understand the content more easily. This finding highlights a clear gap in the current practice, as several lessons still use video without subtitles, causing many students to struggle in identifying key information and fully understanding the material. Recent studies have explored the use of subtitles and YouTube videos to support listening comprehension, such as Khairat (2024), who highlights the effectiveness of YouTube-based listening resources, and Mustofa and Sari (2020), who agree that subtitles help learners decode spoken input more effectively. Research further shows the benefits of multimodal digital tools; Yacob et al. (2021) find that YouTube and video podcasts significantly improve young learners' listening comprehension by increasing attention, motivation, and clarity of input, while Qamariyah, Permana, and Hidayatullah (2021) reported that YouTube videos positively and significantly enhance learners' listening performance and engagement. As a pre-service teacher the role in this best practice is to observe students' listening needs and introduce instructional innovation suited to the Montessori context. The use of subtitled YouTube videos serves as a multimodal support that helps students decode spoken English more effectively, unlike many practices in other schools such as public or private junior high schools that often rely on audio only materials, this innovation provides simultaneous auditory and visual input, making it more aligned with the Montessori emphasis on individualized and student-centered learning. To guide the implementation and reflection of this best practice, the following question is proposed: *How can subtitled YouTube videos be implemented as a Bottom-Up listening strategy to support students' listening comprehension?*

CHAPTER II

CONSTRUCT

2.1 Theoretical Foundation

This best practice is based on Richards' (2008) theory of *Bottom-Up Listening*. Richards proposed seven listening skills in Bottom-Up Listening:

Table 1 Richards' 7 Skills

Richards Bottom-Up Listening Skills	Two Adapted Listening Skills
Identifying the referents of pronouns in an utterance.	Identifying key words in a spoken text.
Recognizing the time reference of an utterance.	Distinguishing between positive and negative statements.
Distinguishing between positive and negative statements	
Recognizing the order of words in an utterance.	
Identifying sequence markers.	
Identifying key words in a spoken text.	
Identifying modal verbs in a spoken text.	

These two skills were selected because they align with the use of subtitled YouTube videos, which support students in decoding spoken words, recognizing meaning, and

understanding spoken English through a Bottom-Up listening approach. In this context, the innovation lies in the use of subtitled YouTube videos as a technological tool that brings authentic, multimodal listening input into the classroom. Unlike traditional audio-based listening tasks, YouTube videos provide visual, textual, and auditory cues simultaneously, making them more accessible and engaging for young learners. Subtitled YouTube videos serve as a practical tool to reinforce this process because they allow learners to visually match written text with spoken forms. For learners who are still developing their decoding skills, subtitles act as scaffolds that help them notice how sounds emphasizing that “effective bottom-up processing requires learners to attend to phonological cues, stress patterns, and grammatical signals that guide meaning construction”. This theoretical connection shows that subtitled videos provide exactly the kind of micro-level support that learners need to strengthen their listening foundations.

2.2 Previous Studies

Research also supports the effectiveness of this approach. Jose (2023) agreed that bottom-up tasks, such as identifying phonological cues, word boundaries, and grammatical patterns, help learners develop decoding skills essential for accurate listening comprehension. Similarly, Akbar, Maral, and Wardah (2020) show that bottom-up techniques significantly improve students’ ability to recognize words and phrases in spoken texts, ultimately enhancing listening performance. Their findings reinforce the idea that systematic decoding practice is particularly impactful for

learners at the beginner or basic level. According to Nation and Newton (2009), effective listening instruction must include both form-focused input and meaning-focused output. By combining subtitled video input with group tasks and sequencing activities, this best practice supports a balanced, constructivist approach to ESL listening development.

This best practice adapts two listening skills from Richards' (2008) -- identifying key words in spoken text and distinguishing between positive and negative statements, to ensure that the innovation remains aligned with established listening pedagogy. These two skills were chosen because they closely align with the needs of young learners when processing short informational videos based on these skills. The expected learning outcomes in this innovation are recognizing key words and recognizing key transitions in a discourse, both of which support learners' ability to follow ideas in a structured listening text. The innovation of this best practice is enhancing listening comprehension through the use of subtitled YouTube videos as scaffolding, allowing learners to visually track important words and discourse signals while listening. This integration helps young learners process information more accurately and maintain comprehension throughout the video.

Mustofa and Sari (2020) found that video subtitles helped students better understand spoken English during listening activities. Similarly, Khairat (2024) reported that YouTube-based listening with subtitles supported students' listening comprehension and engagement. However, this best practice differs from these previous studies

because it focuses on the implementation of subtitled YouTube video as a Bottom-Up Listening strategy based on Richards' (2008) theory.

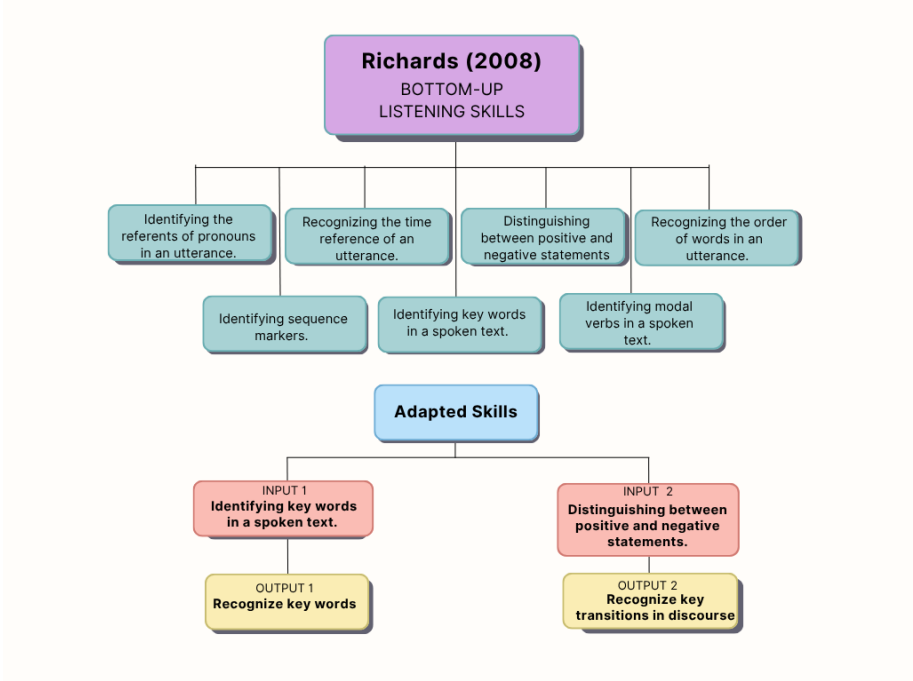


Figure 1.1 The adaptation of Bottom-Up Theory from Richards' (2008)

CHAPTER III

IMPLEMENTATION

3.1 Pre-Activity

This teaching practice adapts two listening skills proposed by Richards' (2008), namely identifying key words in a spoken text and distinguishing between positive and negative statements, with the intended outcome of recognizing key words and recognizing key transitions in discourse. The innovation is implemented through a subtitled YouTube video entitled *How to Make an Outline (2minutes 48seconds)* using the example topic *people should not fear bats*. <https://youtu.be/CSnpATHIhmk?si=e3Sx6mw8TIYPZlkt>, which was selected because it was relevant to the lesson topic, featured clear pronunciation, and accurate English subtitles. As the teacher, my aim in using this video was to support students' listening comprehension by helping them identify key words from the spoken text and recognize key transitions in the discourse. To support listening activities, I prepared a simple worksheet with clear written instructions that guided students to identify the topic, main idea, supporting details, and key words through a note-taking activity. In addition, a short reflection worksheet was prepared to gather students' responses to the use of subtitles in supporting their listening comprehension.

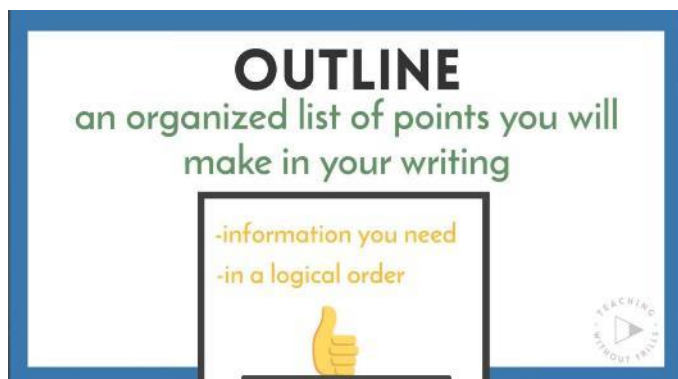


Figure 1.2 Subtitled YouTube Video

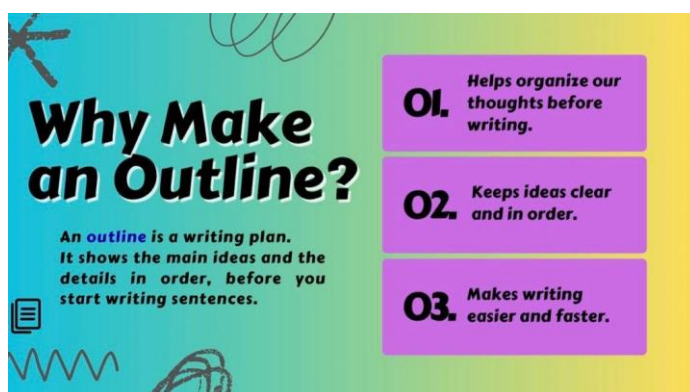


Figure 1.3 School learning material

3.2 While-Activity

The first activity was note-taking activity involving 11 level 5 students. The goal of this activity was to help students recognize key words and main ideas from spoken text, supporting the listening skills of identifying key words in a spoken text. The teacher then played a YouTube video titled *How to Make an Outline* which used *people should not fear bats as the example topic* with English subtitles enabled. Before watching, the teacher explained the task and provided examples of how to write simple notes, including topic, main idea, and supporting details. Students were asked to watch

the video carefully and wrote simple notes based on what they heard and read from the subtitles and then they identified the topic, main idea and supporting details using their own words. The actual instruction was “*watch the video carefully and write down simple notes*”.

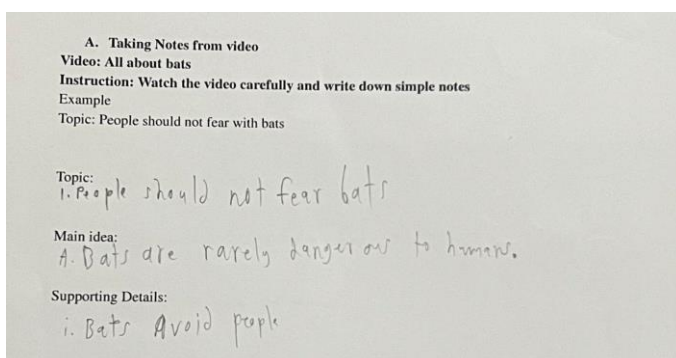


Figure 1.4 Task A. Taking notes from video

3.3 Post Activity

The second activity is reflection on the use of subtitles. The goal of this activity was to gather students’ responses toward the use of subtitles, to examine how subtitles supported their listening comprehension. The teacher was distributed a short reflection worksheet and explained that students could circle or write their answer honestly based on their learning experience. The students were asked to answer yes/no questions and provided short written reasons about whether subtitles helped them understand the video and whether they liked learning English with subtitles. With actual questions “*Did the subtitles help you understand the video?*”, “*Do you like learning English by listening with subtitles?*”

Figure 1.2 Task B. Reflection (about the subtitle)

B. Reflection (about use subtitle)
Circle or write your answer.

1. Did the subtitle help you understand the video?

☒ Yes ☐ No

Why? Because it help me understand the video better.

2. Do you like learning English by listening with subtitles?

☒ Yes ☐ No

Why? Because when there is a word that is not clear I can use the subtitles.

Figure 1.5 Task B. Reflection (about the subtitle)

Students' written responses showed a positive perception of the innovation. Ten out of eleven students reported that subtitles helped them understand the video better. Some students stated that subtitles allowed them to confirm meaning when the spoken input was unclear. However, this implementation also had several limitations. The teaching practice was conducted only twice due to frequent school activities, which restricted the amount of time available for practice and follow-up activities. As a result, listening tasks had to remain limited in number and scope. Reflecting on this experience as a pre-service teacher, this situation highlighted the importance of managing time effectively and preparing flexible lesson plans that can be adjusted to school conditions. For future teaching, having more instructional time would allow for richer listening activities and stronger reinforcement of learning.

CHAPTER IV

REFLECTION

Based on two classroom implementations, some noticeable changes were observed in students' engagement during the listening activities. When subtitled YouTube videos were used, students appeared more willing to follow the lesson and participate in the activities. For example, all 11 students completed the note-taking worksheet by identifying the topic, main idea, and supporting details from the video. In addition, ten out of eleven students reported that the subtitles helped them understand the video better, indicating a positive response to the use of subtitles. In one class, the use of a short ice-breaking activity before the lesson helped create a more comfortable learning atmosphere, which encouraged students to participate more actively.

These findings suggest that subtitled videos provided additional support for students who experienced difficulty identifying key words and understanding spoken English during listening activity. However, one student demonstrated limited participation during the activity, as noted in prior consultation with the class teacher. The student had received one-on-one consultation and additional support, indicating that individual learning needs were already being addressed, and reinforcing the importance of continued care for all learners. In general, the listening activity was designed as supporting input, therefore, the subtitled YouTube videos functions as an effective bridge between listening input and comprehension, particularly in learning context where listening activities are still commonly conducted without subtitles. By

providing visual support, this practice helps address the previously identified gap, as it supports students in recognizing keywords and following meaning shifts more accurately without altering the core listening objectives. This best practice demonstrates several strengths, particularly in its ability to support listening comprehension through the use of subtitled YouTube videos while maintaining the original learning objective. The use of the selected video allows students to focus on key words and changes meaning while remaining engaged. This experience has also emphasized the need to be more responsive to students' participation levels and to use simple strategies, such as ice breaking and visual support, to maintain engagement and support meaningful learning.

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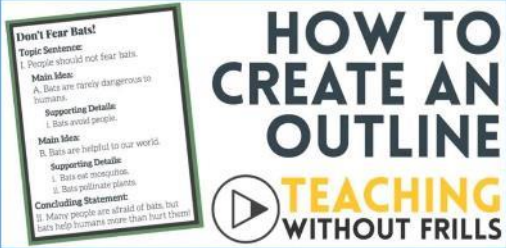
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APPENDICES

Appendix 1 Subtitled Youtube Video

Subtitled YouTube video material



how to create an outline
before you begin writing an informative



or persuasive draft you can use an
outline to organize your ideas

Appendix 2 School Lesson Plans

School Lesson Plan

Slide 1 – Title

Making an Outline & Writing a Draft
(Montessori Approach to Writing)

Slide 2 – Intention (Prayer)

"Oh Allah, guide us to organize our thoughts and express them clearly, so our words may be full of truth and meaning. Ameen."

Slide 3 – Objectives

By the end of this lesson, children will be able to:

- Understand what an **outline** is and why it is useful.
- Create a simple outline using main ideas and details.
- Write a **draft** paragraph from their outline.
- Reflect on how outlining helps in clear, organized writing.

Slide 4 – Why Make an Outline?

- Helps organize our thoughts before writing
- Keeps ideas clear and in order
- Makes writing easier and faster

Slide 5 – Concrete Example

🔍 Recipe → Outline (plan)
🍲 Cooked Meal → Draft (first writing)

Slide 6 – Activity: Idea Cards

- Sort idea cards into **main ideas** and **details**
- Arrange them into an **outline**

Slide 7 – Sample Outline

I. My favorite animal is a cat.
A. Cats are playful.
B. Cats clean themselves.
C. Cats can be trained.

Slide 8 – Draft from the Outline

"My favorite animal is a cat. Cats are playful.
They clean themselves often, and they can also be
trained to do tricks."

Slide 9 – Independent Work

- Choose your own topic (sports, pets, Quran story, etc.)
- Make an outline (with cards or bullet points)
- Turn your outline into a draft paragraph

Slide 10 – Reflection

- How did the outline help you write?
- Was the draft easier with a plan?
- What would you improve in your outline next time?

Appendix 3 Students Worksheets

Students Worksheets

A. Taking Notes from video	A. Taking Notes from video
Video: All about bats	Video: All about bats
Instruction: Watch the video carefully and write down simple notes	Instruction: Watch the video carefully and write down simple notes
Example	Example
Topic: People should not fear with bats	Topic: People should not fear with bats
Topic: People should not fear bats.	Topic: People should not fear with bats
Main idea: Bats are helpful to our world.	Main idea: Bats are really helpful to our world
Supporting Details: Bats pollinate plants.	Supporting Details: Bats would people who have a dog and a cat
B. Reflection (about use subtitle)	B. Reflection (about use subtitle)
Circle or write your answer.	Circle or write your answer.
1. Did the subtitle help you understand the video?	1. Did the subtitle help you understand the video?
☒ Yes No	☒ Yes No
Why? because it's more easier for me to understand.	Why? Because the video really explains well but I don't really understand.
2. Do you like learning English by listening with subtitles?	2. Do you like learning English by listening with subtitles?
☒ Yes No	☒ Yes No
Why? because maybe subtitle is very so we need to hear it.	Why? because I can listen to it while learning and understand.

Students Worksheets

A. Taking Notes from video
Video: All about bats
Instruction: Watch the video carefully and write down simple notes
Example
Topic: People should not fear with bats

Topic: Don't fear bats

Main idea: Bats are rarely dangerous to humans.
Supporting Details: Bats avoid people

B. Reflection (about use subtitle)
Circle or write your answer.

1. Did the subtitle help you understand the video?
☒ Yes ☐ No
Why? I can read while listening if I don't understand

2. Do you like learning English by listening with subtitles?
☒ Yes ☐ No
Why? Yes to get more understand

A. Taking Notes from video
Video: All about bats
Instruction: Watch the video carefully and write down simple notes
Example
Topic: People should not fear with bats

Topic: People should not fear bats

Main idea: Bats are rarely attack humans.
Supporting Details: Bats avoid people

B. Reflection (about use subtitle)
Circle or write your answer.

1. Did the subtitle help you understand the video?
☒ Yes ☐ No
Why? because I can make out the word

2. Do you like learning English by listening with subtitles?
☒ Yes ☐ No
Why? I can make out the word

A. Taking Notes from video
Video: All about bats
Instruction: Watch the video carefully and write down simple notes
Example
Topic: People should not fear with bats

Topic: ppl should not fear bats
bats are intell animals to human

Main idea: bats are intell animals to human
Supporting Details: Bats Avoid ppl

B. Reflection (about use subtitle)
Circle or write your answer.

1. Did the subtitle help you understand the video?
☒ Yes ☐ No
Why?

2. Do you like learning English by listening with subtitles?
☒ Yes ☐ No
Why?

A. Taking Notes from video
Video: All about bats
Instruction: Watch the video carefully and write down simple notes
Example
Topic: People should not fear with bats

Topic: people should not fear bats

Main idea: bats are not that dangerous to humans
Supporting Details: bats usually avoid humans

B. Reflection (about use subtitle)
Circle or write your answer.

1. Did the subtitle help you understand the video?
☐ Yes ☒ No
Why? because I'm more easier listening to the person talking than reading the subtitle

2. Do you like learning English by listening with subtitles?
☒ Yes ☐ No
Why? because I just need to listen