

**STRATEGIES AND CHALLENGES IN USING YOUTUBE CAPTIONS
THROUGH PROBLEM-BASED LEARNING (PBL) ACTIVITIES TO
FOSTER STUDENTS' READING SKILLS**

SKRIPSI

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Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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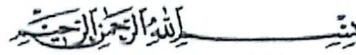
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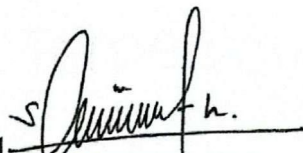
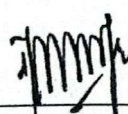
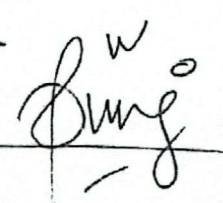

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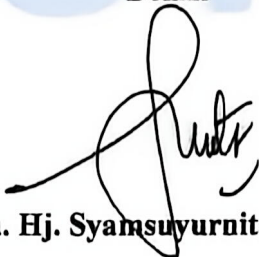
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




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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
10/3-2026	State clearly the source & theory of composing the questionnaire & the interview sheet	
14/3-2026	State exactly the theories of strategies & challenges in chapter 2	
30/3-2026	Revise the References	
4/4-2026	Enclose all the result/answers of respondents (questionnaire & interview)	
9/4-2026	Review the discussion/finding	
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ABSTRACT

Amanda Mulyani. 2202050013. Strategies and Challenges in using YouTube Captions Through Problem-Based Learning (PBL) Activities to Foster Students' Reading Skills

The development of digital technology has brought significant changes in the field of education, especially in English language learning. One of the widely used and easily accessible learning media is YouTube, particularly through the use of captions that provide both visual and textual input. This study aims to explore the strategies and challenges in using YouTube captions through Problem-Based Learning (PBL) activities to foster students' reading skills. The sample of this study consisted of one English teacher and 70 students of grade X at SMK Negeri 1 Percut Sei Tuan. This study employed a qualitative research method with data collection techniques including observation, questionnaires, interviews, and documentation. The data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2014), which includes data reduction, data display, and conclusion drawing. The results showed that students applied various strategies such as reading captions while watching videos, identifying keywords, understanding vocabulary, and engaging in group discussions during PBL activities. In addition, several challenges were identified, including limited vocabulary, difficulty in following caption speed, and divided attention between visual and textual input. Despite these challenges, both teacher and students showed positive perceptions toward the use of YouTube captions, as it enhanced students' reading comprehension, vocabulary development, engagement, confidence, and motivation. This study contributes to the development of more interactive and meaningful English language learning through the integration of digital media and Problem-Based Learning.

Keywords: *YouTube Captions, Reading Skills, Problem-Based Learning, Strategies, Challenges.*

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Praise and gratitude to Allah SWT for his blessings and guidance, which have granted a long and healthy life, enabling the author to complete the thesis titled "Strategies and Challenges in using YouTube Captions Through Problem-Based Learning (PBL) Activities to Foster Students' Reading Skills " successfully and on time.

This research was written as one of the requirements for obtaining a Bachelor of Education degree in the English Education Study Program. This research aims to determine the effectiveness of YouTube captions through Problem-Based Learning (PBL) activities in improving students' reading skills, including their ability to understand meaning, develop vocabulary, and enhance engagement, confidence, and motivation in learning

The researcher acknowledges that the completion of this research would not have been possible without the assistance, guidance, and support of various parties. Therefore, with all humility, the researcher expresses deep gratitude to thank the beloved parents Indra and Juliana, who have been a source of strength and inspiration for the researcher. Their endless prayers, motivation, support, advice, and inspiration throughout my academic journey are the greatest gifts the author has received. Gratitude is also given to the researcher's beloved parents for their continuous support, encouragement, and prayers during the process of writing this research.

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The researcher acknowledges that this research is far from perfect and may still contain shortcomings. Therefore, the researcher sincerely hopes for constructive criticism and suggestion to improve future work. The researcher also hopes that this work can be beneficial, both form educators and readers in general and become a positive contribution to the development of more effective and reflective English Language learning. In closing, the researcher would like to express sincere gratitude to all those who have provided support, but cannot be mentioned.

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CHAPTER I

INTRODUCTION

1.1 Background of The Study

The development of digital technology has significantly influenced the field of education, particularly in language learning. According to Mayer (2020), multimedia learning environments that combine visual and verbal input can enhance learners' comprehension by supporting deeper cognitive processing. In the context of English as a Foreign Language (EFL), digital platforms such as YouTube provide authentic audiovisual materials that expose students to real language use, which is essential for developing reading skills in meaningful contexts.

In EFL learning, language proficiency is developed through four interrelated skills: listening, speaking, reading, and writing (Brown, 2014; Harmer, 2007). Listening and reading function as receptive skills that provide learners with linguistic input, while speaking and writing are productive skills that require learners to actively use the language (Brown, 2014). However, EFL learners often face challenges in developing these skills due to limited exposure to English outside the classroom (Nation, 2013). Listening skills may be underdeveloped because of minimal contact with authentic spoken English, speaking skills require meaningful interaction opportunities, writing skills demand adequate mastery of vocabulary and grammar, and reading skills play a crucial role as a primary source of language input. Among these skills, reading becomes particularly important in EFL contexts because it supports the development of other language skills by expanding learners' vocabulary, enhancing grammatical awareness, and providing models of language use (Grabe & Stoller, 2019). In EFL contexts, reading is not limited to recognizing

written symbols but requires learners to actively construct meaning by connecting the text with prior knowledge and appropriate reading strategies.

Reading skills are a fundamental component of language learning and play a crucial role in academic success. Reading comprehension involves the ability to grasp main ideas, understand specific details, and draw inferences from a text, which are key components of EFL students' reading development. Grabe and Stoller (2019) argue that reading is not merely decoding written symbols but involves complex cognitive processes such as predicting, inferring, and evaluating meaning. For EFL learners, reading comprehension is often challenging due to limited vocabulary, unfamiliar text structures, and insufficient exposure to authentic language input. Therefore, effective instructional strategies are needed to support students in developing these skills.

One digital feature that has gained attention in language learning is the use of captions or subtitles in videos. According to Vanderplank (2016), captions provide written reinforcement of spoken language, which can support learners' comprehension and vocabulary acquisition. YouTube captions, in particular, allow learners to simultaneously process spoken and written input, making them a valuable resource for fostering reading skills. Studies have shown that captions can help learners recognize word forms, improve spelling, and understand text meaning more effectively.

Several scholars have highlighted the positive impact of captions on reading comprehension. Montero Perez et al. (2018) explain that captions support form meaning connections by allowing learners to notice new vocabulary and sentence patterns in context. This exposure can enhance learners' ability to comprehend

written texts, as they become more familiar with how language is structured and used in real communication. Thus, YouTube captions can function as a bridge between listening and reading skills.

However, the effectiveness of YouTube captions largely depends on how they are integrated into classroom activities. Brame (2016) emphasizes that simply watching videos is not sufficient to promote deep learning; instead, learners need structured tasks that encourage active engagement and critical thinking. Without appropriate pedagogical strategies, students may become passive viewers rather than active readers who analyze and interpret text.

Problem-Based Learning (PBL) is one instructional approach that can address this issue. According to Savery (2015), PBL is a student-centered learning model that encourages learners to develop knowledge and skills through solving real-world problems. In language learning, PBL promotes critical thinking, collaboration, and autonomous learning, which are essential for developing reading comprehension. By integrating YouTube captions into PBL activities, students can be guided to analyze texts, identify key information, and solve problems based on video content.

In the context of reading instruction, Problem-Based Learning (PBL) provides meaningful opportunities for students to engage actively with texts. According to Hmelo-Silver (2017), PBL requires learners to analyze problems, search for relevant information, and construct understanding through inquiry and discussion. These processes closely align with reading comprehension skills such as identifying main ideas, making inferences, and interpreting textual information. Through PBL activities, students are encouraged to read texts purposefully in order

to solve problems, rather than reading passively. As a result, reading becomes an active and goal-oriented process that supports deeper comprehension and critical thinking (Grabe & Stoller, 2019).

However, in classroom practice, several problems are still encountered by both teachers and students in implementing YouTube captions as a learning medium. From the teachers' perspective, difficulties arise in designing effective Problem-Based Learning (PBL) activities that integrate YouTube captions meaningfully into reading instruction. Teachers often face challenges in selecting appropriate videos, aligning captions with learning objectives, and guiding students to actively read captions rather than merely watching the visuals. From the students' side, many students experience difficulties in comprehending English texts even when captions are provided, particularly in identifying main ideas, understanding vocabulary in context, and making inferences from the text. Some students also tend to rely more on video images than on reading captions, which limits the development of their reading comprehension skills. These problems indicate that the use of YouTube captions through PBL requires well-planned strategies and proper guidance to effectively foster students' reading skills.

Research has indicated that PBL can positively influence students' reading skills. Hmelo-Silver (2017) states that PBL supports deeper understanding by engaging learners in inquiry and reflection. When students work with captioned videos in problem-solving tasks, they are encouraged to read captions carefully, interpret meaning, and connect information across different sources. This process aligns with the cognitive demands of effective reading.

Despite its potential benefits, the use of YouTube captions through PBL also

presents several challenges. According to Kırkgöz (2019), technical issues, inappropriate video selection, and students' varying proficiency levels can hinder the effectiveness of video-based learning. Additionally, automatically generated captions on YouTube may contain inaccuracies, which can confuse learners and negatively affect comprehension.

Another challenge relates to students' learning strategies. Lin and Hwang (2018) argue that learners may struggle to manage cognitive load when processing audio, visual, and textual information simultaneously. Without proper guidance, students may focus too much on watching the video and neglect reading the captions critically. This highlights the importance of well-designed PBL tasks that scaffold students' interaction with captioned videos.

In Indonesian EFL contexts, students' reading skills are often reported to be relatively low, particularly in terms of comprehension and vocabulary mastery. According to Cahyono and Widiati (2020), limited exposure to authentic English texts and teacher-centered instructional practices contribute to these difficulties. Integrating YouTube captions through PBL offers an alternative approach that combines authentic materials with active learning strategies to address these challenges.

Based on the discussion above, it is important to investigate the strategies and challenges in using YouTube captions through Problem-Based Learning activities to foster students' reading skills. This study seeks to explore how YouTube captions can be effectively implemented within a PBL framework and what obstacles may arise during the learning process. The findings are expected to provide insights for teachers and researchers in improving reading instruction

through technology-enhanced learning. Based on the explanation above, it is important to apply effective strategies that integrate technology to improve students' reading skills. The researcher's interest in this study is based on observations that many students still have difficulties in understanding English texts, especially in identifying main ideas, interpreting meaning, and mastering vocabulary. In addition, although students are interested in digital media such as YouTube, it has not been optimally used in reading instruction. Therefore, this study explores the use of YouTube captions integrated with Problem-Based Learning (PBL) to create more engaging and meaningful reading activities and to improve students' reading comprehension.

1.2 The Identification of The Problem

Based on the background above, the problem of this study are identified as follows

1. The use of YouTube captions has not been optimally integrated into structured reading activities.
2. The English teacher who teaches Grade XI students at SMK Negeri 1 Percut Sei Tuan faces challenges in designing effective Problem-Based Learning activities using Youtube caption
3. The Grade XI students of SMK Negeri 1 Percut Sei Tuan still experience difficulties in comprehending English texts even when YouTube caption are available, especially in identifying main ideas, finding details, and making inferences.
4. Two class Grade XI students at SMK Negeri 1 Percut Sei Tuan Rely passively on video visuals and tend to pay less attention to reading the

captions, which limits the development of their reading skills.

5. Learning strategies used by students when using YouTube captions are not yet well-identified, and the challenges they face during PBL activities involving captioned videos have not been clearly explored.

1.3 Scope and Limitation

This research focuses on the use of YouTube captions through Problem-Based Learning (PBL) activities to foster students' reading skills in the EFL classroom. The study is conducted at the senior high school level using a qualitative descriptive research design. The focus of this study is on exploring students' reading comprehension through the use of YouTube captions in Problem-Based Learning activities, without examining other English skills such as listening, speaking, and writing. In addition, the research is limited to a specific school, grade level, and period of implementation; therefore, the findings of this study apply only to the participants involved and the particular context in which the research was conducted.

1.4 Formulation of The Problems

Based on the background, identification, and limitation of the study, the problems of this research can be formulated as follows:

1. What challenges are encountered in using YouTube captions through Problem- Based Learning activities in reading instruction?
2. How the strategies are used in implementing YouTube captions through Problem-Based Learning activities to foster students' reading skills?

1.5 The Objective of The Study

1. To analyze has the strategies used in implementing the YouTube captions through PBL activity in foster students reading skills
2. To identify the challenges faced by teachers and students in implementing YouTube captions through Problem-Based Learning activities.

1.6 Significance of The Study

This research is expected to provide some positive benefits both for on theoretically and practically.

1. Theorically:

Theoretically, this research is expected to contribute to the development of literature related to the use of digital media, especially YouTube captions, in improving students' reading comprehension through Problem-Based Learning (PBL) activities. The findings of this study are expected to strengthen learning theories that emphasize multimodal input and problem-based instruction, which suggest that captions and contextual problem solving can support comprehension processes in EFL reading. Furthermore, the results of this research are expected to enrich empirical evidence regarding the effectiveness of captioned videos as instructional tools in quantitative EFL learning research.

2. Practically:

- a. For English Teachers: The results of this study can serve as a consideration for teachers in selecting innovative and effective teaching strategies, especially the integration of YouTube captions with PBL

activities to foster students' reading comprehension. Teachers may apply the suggested strategies to create more interactive, engaging, and meaningful learning environments.

- b. For Students: Through learning activities using YouTube captions and PBL, students are expected to become more motivated and actively involved in reading activities. This study may help students improve their reading comprehension skills, particularly in identifying main ideas, understanding vocabulary in context, and interpreting information from texts.
- c. For Researchers: This research can be used as a reference for other researchers who are interested in investigating the use of YouTube captions, digital media, or PBL in EFL learning. The findings may inspire further studies to explore other skills, different populations, or alternative research designs, and therefore broaden insights into technology-assisted language learning.

CHAPTER II

REVIEW OF LITERATURE

2.1 Reading Skills

Reading skills are central to language learning and are widely recognized as complex cognitive processes rather than simple decoding activities. According to Grabe and Stoller (2019), reading involves an active interaction between the reader and the text, where readers construct meaning by integrating textual information with prior knowledge and contextual understanding. This interactive process enables learners to comprehend, interpret, and critically evaluate written texts. According to Grabe and Stoller (2019), reading comprehension involves several core skills, including identifying main ideas, understanding vocabulary in context, locating detailed information, making inferences, and drawing conclusions. These skills represent both lower-level and higher-level comprehension processes.

Reading comprehension also requires the use of higher-order thinking skills. Snow (2018) explains that effective reading involves identifying main ideas, making inferences, evaluating arguments, and synthesizing information across texts. For EFL learners, these processes are often constrained by limited vocabulary knowledge and unfamiliar grammatical structures, which can hinder comprehension and slow reading development. Snow (2018) further explains that effective reading comprehension requires readers to infer implicit meanings and synthesize information across texts. Therefore, these indicators are used in this study to measure students' reading ability.

In addition, reading skills encompass linguistic, cognitive, and metacognitive dimensions. Perfetti and Stafura (2014) argue that successful

comprehension depends on vocabulary knowledge, grammatical awareness, working memory, and metacognitive strategies such as monitoring understanding and repairing comprehension breakdowns. Therefore, instructional approaches that support these dimensions are crucial for improving students' reading skills.

From an educational perspective, reading skills can be developed through exposure to meaningful and authentic texts. Cahyono and Widiati (2020) emphasize that EFL learners benefit from instructional materials that reflect real language use and encourage active engagement with texts. In this regard, multimedia resources such as captioned videos can function as alternative reading texts that support comprehension development. Nasution (2017) reading skill is the ability to understand, interpret, and gain information from written texts effectively.

2.2 Strategies and Challenges in Developing Students' Reading Skills

Developing students' reading skills in English requires the use of appropriate instructional strategies that support learners in understanding written texts effectively. One strategy commonly applied in reading instruction is providing students with authentic and meaningful reading materials that expose them to real language use. According to Grabe and Stoller (2011), authentic texts help students develop reading comprehension by allowing them to interact with vocabulary, sentence structures, and ideas in context. In this regard, reading materials derived from multimedia sources, such as written texts accompanying spoken content, can function as authentic reading input. Through this strategy, students are encouraged to identify main ideas, understand vocabulary in context, and comprehend detailed information, which are essential components in developing reading comprehension skills.

Another important strategy in developing students' reading skills is encouraging active reading through rereading and text analysis. Active reading strategies enable students to process texts more deeply by allowing them to reread difficult parts, analyze meaning, and clarify understanding. Anderson (2008) emphasizes that effective reading instruction involves teaching learners how to monitor their comprehension and apply strategies such as rereading, predicting meaning, and using context clues. By engaging in these strategies, students can improve their ability to comprehend texts independently. This approach supports learners in overcoming reading difficulties and helps them become more strategic readers, particularly when dealing with complex or unfamiliar texts in English.

Furthermore, collaborative learning strategies play a significant role in developing students' reading skills. Through group discussion and problem-solving activities, students can share interpretations, clarify misunderstandings, and construct meaning together. Hmelo-Silver (2004) explains that collaborative learning, especially within Problem-Based Learning (PBL), encourages students to actively engage with texts while developing critical thinking skills. In reading activities, students may discuss the content of a text, identify important information, and draw conclusions collectively. This strategy not only enhances reading comprehension but also promotes higher-order reading skills such as inference, interpretation, and evaluation. Therefore, collaborative strategies provide meaningful opportunities for students to develop their reading skills through interaction and shared understanding.

Despite its importance, the development of reading skills among EFL

students faces numerous challenges. According to Nation (2013), limited vocabulary knowledge is one of the most significant barriers to reading comprehension, as learners struggle to understand texts containing unfamiliar words. This difficulty is often compounded by insufficient exposure to English texts outside the classroom.

Motivational factors also play a crucial role in reading development. Guthrie and Wigfield (2018) state that students with low motivation tend to engage less frequently in reading activities, which negatively affects their comprehension and vocabulary growth. In many EFL classrooms, reading instruction is still teacher-centered and test-oriented, resulting in limited opportunities for students to actively interact with texts.

Another challenge lies in instructional practices. Boubris and Hadan (2020) note that teachers often rely on traditional assessment methods rather than interactive and technology-supported strategies to develop reading skills. As a result, students may perceive reading as a passive and monotonous activity rather than a meaningful learning process.

Furthermore, cognitive overload can occur when learners are required to process complex texts without sufficient scaffolding. Sweller (2020) explains that excessive cognitive load can reduce learners' ability to comprehend texts effectively. Therefore, instructional strategies must be designed to manage cognitive demands and support gradual skill development.

2.3 YouTube Captions as a Learning Tool

YouTube has emerged as a widely used digital platform in language education due to its accessibility and abundance of authentic audiovisual materials.

According to Kırkgöz (2019), videos provide contextualized language input that can enhance learners' comprehension and engagement. When combined with captions, videos can also support reading development.

Captions, also known as subtitles, provide written representations of spoken language. Vanderplank (2016) explains that captions facilitate form– meaning connections by allowing learners to see and hear language simultaneously. This dual input supports vocabulary acquisition, spelling recognition, and text comprehension, which are essential components of reading skills.

Empirical studies have demonstrated the effectiveness of captions in language learning. Montero Perez et al. (2018) found that learners who used captioned videos showed greater gains in vocabulary knowledge and reading comprehension than those who used non-captioned videos. Captions help learners notice linguistic features and process textual information more effectively.

However, the effectiveness of captions depends on how they are implemented. Brame (2016) emphasizes that videos must be integrated into pedagogically meaningful activities to promote active learning. Without structured tasks, learners may focus primarily on visual elements and neglect the textual information provided by captions.

2.4 Problem-Based Learning (PBL)

Problem-Based Learning (PBL) is a student-centered instructional approach that emphasizes learning through problem-solving activities. According to Savery (2015), PBL encourages learners to construct knowledge by engaging with real-world problems, collaborating with peers, and reflecting on their learning processes.

In language learning contexts, PBL has been shown to enhance critical

thinking, autonomy, and comprehension skills. Hmelo-Silver (2017) explains that PBL supports deeper learning by requiring students to analyze information, generate hypotheses, and evaluate solutions. These processes align closely with the cognitive demands of reading comprehension.

By integrating YouTube captions into PBL activities, students can be guided to analyze captioned texts, identify key information, and solve problems related to video content. This integration transforms captioned videos into interactive reading materials rather than passive viewing resources.

2.5 Strategies and Challenges in Using YouTube Captions through PBL

The integration of YouTube captions through PBL offers several instructional strategies. According to Lin and Hwang (2018), guided tasks, collaborative discussion, and reflective questioning can enhance students' engagement with multimedia texts. These strategies encourage learners to read captions critically and connect textual information with problem-solving activities.

Students' engagement and motivation play an important role in reading comprehension development. Guthrie and Wigfield (2018) state that engaged readers tend to apply more effective reading strategies and achieve better comprehension. In multimedia learning environments, Mayer (2020) explains that perceived usefulness and ease of use of learning media influence students' learning outcomes. Furthermore, Lin and Hwang (2018) highlight that students employ various strategies such as pausing, rereading captions, and discussing content when learning through captioned videos. However, challenges such as caption speed, vocabulary difficulty, and inaccurate automatic captions may hinder comprehension (Vanderplank, 2016; Sweller, 2020).

Nevertheless, several challenges may arise. Automatically generated captions on YouTube may contain errors, which can confuse learners and affect comprehension (Vanderplank, 2016). Additionally, differences in students' language proficiency levels can influence their ability to process captioned input effectively.

From a theoretical perspective, several strategies are recommended for integrating YouTube captions into Problem-Based Learning (PBL) to foster students' reading skills. According to Hmelo-Silver (2017), effective PBL implementation requires structured problem scenarios, guided inquiry, collaborative discussion, and reflective activities. In the context of captioned videos, teachers can design problems that require students to read captions to identify key information, analyze vocabulary usage, and infer implicit meanings from the text. Lin and Hwang (2018) emphasize that guided questioning, note-taking, pausing videos, and group discussion are essential strategies to support students' comprehension of multimedia texts.

However, theoretical studies also highlight several challenges in using YouTube captions through PBL. Vanderplank (2016) notes that automatically generated captions often contain grammatical and lexical inaccuracies, which may confuse learners, particularly those with lower proficiency levels. Cognitive Load Theory proposed by Sweller (2020) explains that students may experience cognitive overload when processing visual, auditory, and textual information simultaneously. Without proper scaffolding, learners may focus on video visuals rather than reading captions critically. Additionally, Kırkgöz (2019) states that teachers must carefully select video content and adjust task difficulty to match students' reading ability, otherwise captions may not effectively support reading development. These

challenges suggest that successful integration of YouTube captions through PBL requires pedagogically grounded strategies and careful instructional planning.

Teachers also face challenges in designing PBL tasks that align with learning objectives and students' abilities. As noted by Kırkgöz (2019), careful selection of video content and appropriate scaffolding are necessary to ensure that captioned videos support, rather than hinder, reading development. In addition, the development of the research instrument in this study is also supported by Dörnyei's (2007) questionnaire design framework, which emphasizes that a well-constructed questionnaire should be clear, relevant, and aligned with the research objectives. According to Dörnyei, effective questionnaire items should use simple and unambiguous language, reflect specific constructs being measured, and be organized systematically to ensure reliability and validity. Furthermore, Dörnyei highlights the importance of using structured response formats, such as Likert scales, to capture participants' perceptions consistently. In this study, these principles are applied in designing questionnaire items that explore students' reading comprehension, vocabulary development, engagement, and challenges in using YouTube captions through Problem-Based Learning (PBL) activities.

2.6 Previous Relevant Study

Several studies have explored the use of multimedia and PBL in language learning. Montero Perez et al. (2018) found that captioned videos significantly improved learners' vocabulary acquisition and comprehension. Similarly, Yildiz and Aydin (2021) reported that subtitles had a positive effect on EFL learners' reading comprehension.

In terms of instructional approaches, Hmelo-Silver (2017) demonstrated

that PBL promotes deeper learning and critical thinking, which are essential for reading development. Lin and Hwang (2018) also highlighted the effectiveness of technology-supported strategies in enhancing students' engagement with reading tasks.

Despite these findings, limited research has focused on the integration of YouTube captions through PBL at the junior high school level in Indonesian EFL contexts. Therefore, this study seeks to address this gap by examining the strategies and challenges involved in using YouTube captions through PBL activities to foster students' reading skills.

Based on the previous studies above, YouTube captions and Problem-Based Learning have been widely reported as beneficial in supporting students' reading activities. However, most of these studies focus on measuring effectiveness or learning outcomes. Therefore, the present study differs by focusing on describing students' strategies and challenges in using YouTube captions through Problem-Based Learning (PBL) activities in reading instruction.

2.7 Conceptual Framework

In English learning, reading is a fundamental receptive skill that enables students to understand written texts, obtain information, and construct meaning from various sources. However, many students still face difficulties in reading comprehension, such as limited vocabulary knowledge, lack of motivation to read, and difficulty connecting textual information with prior knowledge. One learning strategy that can help students overcome these obstacles is the integration of technology-based media with appropriate learning models, such as the use of YouTube captions through Problem-Based Learning (PBL) activities. The use of

captioned videos allows students to receive visual and textual input simultaneously, while PBL encourages them to actively engage with problems related to the text they read.

YouTube captions help students improve their reading comprehension by providing written linguistic support that accompanies spoken language in the video. Through captions, students can recognize key vocabulary, identify main ideas, and better understand contextual meaning presented in the video. Meanwhile, PBL guides students to analyze problems, search for relevant information, discuss ideas collaboratively, and construct solutions. This combination requires students to read captions carefully, extract important information, and relate it to problem-solving tasks. Therefore, students do not only read passively, but also process information critically and meaningfully within a real learning context.

Based on this rationale, the conceptual framework of this research positions the use of YouTube captions through PBL activities (X) as the independent variable and students' reading comprehension (Y) as the dependent variable. The relationship between both variables is supported by students' learning strategies and challenges experienced during the implementation process. It is assumed that the application of YouTube captions integrated with PBL can foster students' reading comprehension by providing multimodal input and encouraging active learning. In this study, strategies and challenges are identified descriptively to explain how the learning process occurs; however, they are not statistically tested as mediating variables due to the research design and data analysis techniques used.

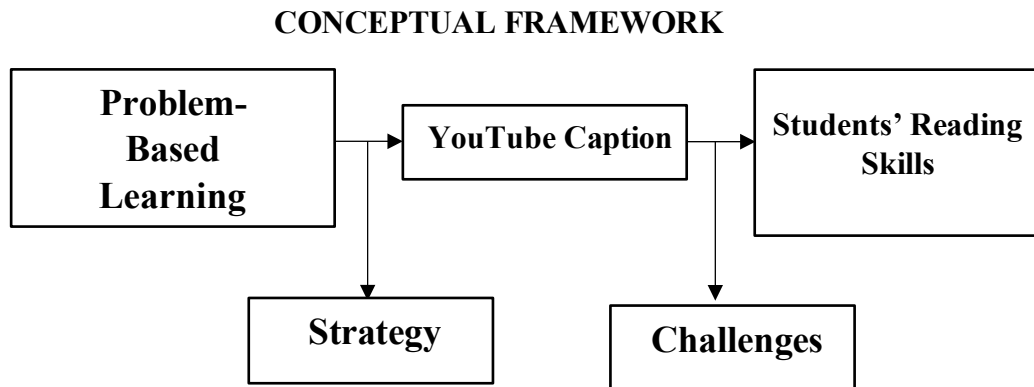


Figure 2.1 Conceptual Framework of the Study

2.8 The Focus of Study

The focus of this study is to examine students' strategies and challenges in using YouTube captions through Problem-Based Learning (PBL) activities in reading instruction. This research emphasizes how students interact with captioned YouTube videos during the learning process and how these captions support their reading activities within the stages of PBL, including problem identification, discussion, and reflection.

This study focuses on the ways students utilize YouTube captions to understand reading texts, such as identifying main ideas, recognizing detailed information, and comprehending vocabulary in context. In addition, the research highlights how students apply various reading strategies while engaging in PBL activities, including rereading captions, pausing videos to improve comprehension, taking notes, and collaborating with peers to discuss reading content.

Furthermore, this study focuses on the challenges experienced by students when using YouTube captions in PBL-based reading activities. These challenges include linguistic difficulties, such as unfamiliar vocabulary and sentence structure, as well as technical challenges, such as caption speed, accuracy, and distraction

caused by visual elements in videos. The research also pays attention to students' difficulties in connecting the information from captions with the problem-solving tasks assigned in PBL activities.

The findings of this research are expected to offer insights into how captioned videos are used by students during reading instruction and what aspects need further support to enhance students' reading engagement and comprehension.

The indicators used in this study are derived from several established theories related to reading and language learning. Reading comprehension indicators such as identifying main ideas, understanding overall meaning, making inferences, and recognizing relationships between ideas are based on the theory of William Grabe and Fredricka L. Stoller. Vocabulary development indicators, including learning new words, understanding meanings, and recognizing difficult vocabulary, are based on I. S. P. Nation. Reading strategy indicators such as focusing on text and using captions effectively are supported by Neil J. Anderson. Meanwhile, indicators related to Problem-Based Learning (PBL), including critical thinking, analyzing information, and collaboration, are based on Cindy E. Hmelo-Silver and John R. Savery. In addition, affective indicators such as motivation and confidence are supported by J. T. Guthrie and Allan Wigfield, while the use of multimedia elements like text, audio, and visuals is based on Richard E. Mayer. Overall, these indicators provide a strong theoretical foundation for analyzing students' reading skills through the use of YouTube captions.

CHAPTER III

METHOD OF RESEARCH

3.1 Research Design

This research applies a qualitative descriptive research design because the objective of the study is to describe in depth the strategies and challenges in using YouTube captions through Problem-Based Learning (PBL) activities to foster students' reading skills. Qualitative descriptive research is appropriate when the researcher intends to obtain a clear and detailed picture of a phenomenon in its natural context without manipulating variables or providing experimental treatment to the participants. According to Creswell (2020), qualitative research seeks to explore and understand meanings that individuals or groups ascribe to a social or educational problem through words, behaviors, and interactions occurring naturally in the field. Therefore, in this study, the researcher focuses on how teachers integrate YouTube captions in PBL activities and how students respond to the learning process to improve their reading skills. This study is purely qualitative in nature.

In this research design, the researcher becomes the key instrument who directly observes and collects data in the classroom where learning activities take place. The data are collected through observation, interviews, questionnaires, and documentation, which enable the researcher to obtain comprehensive information from multiple sources. The emphasis of the research is not on measuring numerical changes through pre-test and post-test, but on explaining teaching strategies, student participation, challenges encountered, and the ways PBL and YouTube captions support reading comprehension. As explained by Miles, Huberman, and

Saldana (2014), qualitative research prioritizes rich, detailed, and contextualized data that allow researchers to build meaningful interpretations of educational practices.

The data obtained in this study are analyzed using the interactive model proposed by Miles, Huberman, and Saldana, which consists of data reduction, data display, and conclusion drawing/verification. Data reduction is carried out by selecting important information from all collected data, then organizing it systematically. Data display is conducted in the form of narrative descriptions, tables, and thematic categories to make interpretation easier. The final stage is conclusion drawing and verification, in which the researcher interprets the meaning of the data to answer the research questions regarding strategies and challenges in using YouTube captions through PBL to foster students' reading skills. This design is considered appropriate because it provides a real and holistic picture of the learning situation in the classroom and allows the researcher to understand students' and teachers' experiences in depth (Creswell, 2020; Miles et al., 2014).

3.2 Location and Time

This research was conducted at SMK Negeri 1 Percut Sei Tuan, which was selected because it has adequate learning facilities and supports the integration of technology, especially the use of YouTube as a learning medium in English classes. The school provides classes that are appropriate to be used as research subjects, particularly in relation to the use of captions and Problem-Based Learning activities in reading instruction. The research will involve one English teacher and eleven-grade students as participants. The study will be carried out during the odd semester of the 2025–2026 academic year, covering the entire series of research activities,

including preparation of research instruments, classroom observation, questionnaire distribution, interviews, data collection through documentation, and data analysis until the completion of the research report.

Table 3.1 Location and time of research

No	Activity	Month					
		Nov '25	Dec '25	Jan '26	Feb '26	Mar '26	Apr '26
1	Research preparation stage						
	a. Designing and submitting the researcher proposal title						
	b. Writing the background, literature review and research methodology						
	c. Submitting and presenting research proposal						
2	Research conduction Stage						
	a. Conducting research						
	b. Analyzing the data						

3.3 Subject and Object of Research

1. Subject of the Research

The subjects of this research are the X RPL 1 and X RPL 2 students of SMK Negeri 1 Percut Sei Tuan who participate in English reading instruction, as well as one English teacher who teaches the class. The

students are selected as the main subjects because they are directly involved in learning activities using YouTube captions through Problem-Based Learning (PBL). Meanwhile, the English teacher is involved to provide information related to teaching strategies, classroom implementation, and challenges encountered during the learning process.

Table 3.2 Subject of Study

No	Class	Subject
1	X RPL 1	34
2	X RPL 2	36
	Total Number	70

2. Object of the Research

The object of this research is the strategies and challenges in using YouTube captions through Problem-Based Learning (PBL) activities to foster students' reading skills. Specifically, this research focuses on how YouTube captions are integrated into PBL stages, how students utilize captions to comprehend reading texts, and the challenges faced by both students and the teacher during the implementation of the learning activities.

3.4 Source of Data

The sources of data in this research are obtained from several types of qualitative data relevant to the objectives of the study, as follows:

1. Participants

The data are obtained from the class X RPL 1 and X RPL 2 students of SMK Negeri 1 Percut Sei Tuan as the primary participants of the research.

The data collected from students relate to the strategies they use when reading YouTube captions during PBL activities and the challenges they face in understanding texts, vocabulary, and information presented in the captions. In addition, the English teacher serves as a data source to provide information regarding teaching strategies, PBL implementation, and difficulties encountered in integrating YouTube captions into reading instruction.

2. Observational Data

Observational data are collected through direct classroom observation during the teaching and learning process. The observation focuses on the implementation of Problem-Based Learning (PBL), the way the teacher integrates YouTube captions into reading activities, and students' responses and participation during the lesson. This observation aims to identify teaching strategies and students' behaviors, such as paying attention to captions, participating in discussions, taking notes, and solving problems based on the video content.

3. Reflective Journal

A reflective journal is used as a data source to record the researcher's reflections throughout the research process. The reflective journal contains notes on classroom activities, teacher-student interactions, strategies emerging during PBL implementation, and challenges observed during the use of YouTube captions. This data helps the researcher gain a deeper understanding of the learning process and supports the observational and participant data.

3.5 Research Instrument

Interview and questionnaire were used as the instruments for collecting data in this research. The interview was conducted to obtain in-depth information related to the strategies and challenges in using YouTube captions through Problem-Based Learning (PBL) activities to foster students' reading skills. The interview questions were designed to explore how the English teacher implemented YouTube captions in reading instruction, the strategies applied during PBL activities, and the challenges encountered during the teaching and learning process. Through interviews, the researcher was able to gain detailed explanations regarding instructional planning, classroom implementation, and students' responses to the use of captioned YouTube videos.

In addition, questionnaires were distributed to students to gather data related to their learning experiences, reading strategies, and difficulties when using YouTube captions through PBL activities. The questionnaire consisted of close-ended questions that allowed students to express their perceptions regarding the effectiveness of YouTube captions in improving their reading comprehension, including understanding main ideas, vocabulary, and detailed information. The use of close-ended questions enabled the researcher to obtain structured data regarding students' strategies and challenges during reading activities.

The questionnaire was given to students who participated in the learning process using YouTube captions through Problem-Based Learning. The data obtained from the questionnaire provided information about students' engagement, learning strategies, and obstacles faced when reading captions during PBL activities. This qualitative data helped reveal specific aspects of YouTube caption

usage that supported students' reading skills as well as areas where students experienced difficulties.

Furthermore, the interview and questionnaire instruments complemented each other in providing comprehensive data for this study. Interviews allowed the researcher to explore participants' experiences in depth, while questionnaires provided supporting data regarding students' perceptions and challenges. The combination of these instruments enabled the researcher to describe clearly the strategies and challenges in using YouTube captions through Problem-Based Learning activities to foster students' reading skills. The questionnaire was used as supporting data to complement observations and interviews. The data obtained from the questionnaire were interpreted descriptively.

In this qualitative research, the class was selected purposively based on its relevance to the research objectives. According to Creswell (2014), purposive sampling is commonly used in qualitative studies to select participants or settings that can provide rich and meaningful information related to the phenomenon being investigated. The selected class had prior experience using YouTube in English learning activities and was actively involved in reading instruction, making it suitable for exploring the implementation of YouTube captions through Problem-Based Learning (PBL). By choosing this particular class, the researcher was able to observe authentic learning processes and obtain in-depth data related to instructional strategies, students' engagement, and challenges encountered during the learning activities. Therefore, the purposive selection of the class supported the credibility and depth of the data collected in this study.

3.6 Techniques of Collecting Data

The data in this research were collected through observation, interviews, and questionnaires. These techniques were selected to obtain comprehensive and in-depth information regarding the strategies and challenges in using YouTube captions through Problem-Based Learning (PBL) activities to foster students' reading skills. According to Creswell (2020), the use of multiple data collection techniques in qualitative research is essential to capture participants' experiences, behaviors, and perceptions within their natural learning context.

1. Observation

Observation was conducted to obtain real and direct data from the teaching and learning process. The researcher observed English reading classes in which YouTube captions were integrated through Problem-Based Learning activities. The observation focused on the implementation of PBL stages, the strategies used by the teacher in utilizing YouTube captions, and students' reading behaviors during the learning process, such as paying attention to captions, discussing information, and solving problems based on video content.

Observation is an important technique in qualitative research because it allows the researcher to understand participants' actions and interactions naturally (Ary et al., 2018). Through classroom observation, the researcher was able to identify how YouTube captions supported students' reading comprehension and what challenges emerged during the learning activities.

2. Interview

Interviews were conducted with the English teacher and several students to obtain deeper information regarding their experiences in using YouTube captions through PBL activities. The interview questions were designed to explore teaching strategies, students' reading strategies, and challenges faced during the learning process. Semi-structured interviews were used to allow participants to freely express their opinions while still focusing on the research objectives.

According to Creswell (2020), interviews are effective for exploring participants' perspectives and meanings related to a particular phenomenon. In this research, interviews helped the researcher understand how YouTube captions were implemented in reading instruction and how both teacher and students perceived the effectiveness and difficulties of using captions within a PBL framework.

3. Questionnaire

Questionnaires were distributed to students to collect data related to their perceptions, learning strategies, and challenges when using YouTube captions through Problem-Based Learning activities. The questionnaire consisted of close-ended questions that allowed students to respond based on predetermined options. This type of questionnaire was used to obtain structured and consistent data from all participants.

According to Ary et al. (2018), questionnaires are useful instruments for collecting data from a large number of respondents efficiently. In this study, the questionnaire supported observational and interview data by

providing additional information about students' engagement, reading strategies, and perceived difficulties in comprehending captions during PBL-based reading activities.

Data analysis techniques are procedures used to process and interpret the collected data in order to answer the research questions and describe the research findings. In this study, The data obtained from observations, interviews, questionnaires, and documentation were analyzed qualitatively using the interactive model proposed by Miles, Huberman, and Saldaña (2014), which consists of data reduction, data display, and conclusion drawing. No statistical or experimental analysis was employed in this study

3.7 Technique of Analyzing Data

The data analysis technique used in this research followed the interactive model proposed by Miles, Huberman, and Saldaña (2014), which consists of data reduction, data display, and conclusion drawing or verification. This model is widely used in qualitative research because it allows researchers to analyze data continuously and systematically throughout the research process.

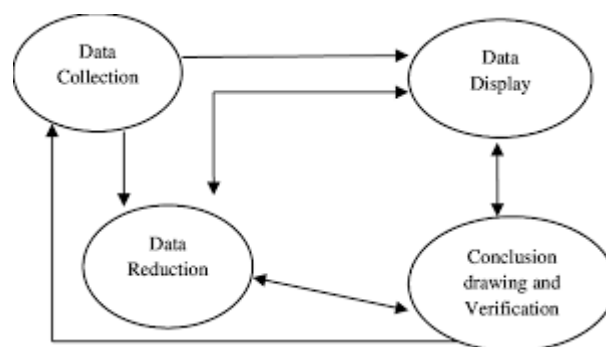


Figure 3.1 Analysis approach by Miles Huberman (2014:33)

1. Data reduction was conducted by selecting, focusing, and simplifying data obtained from observations, interviews, questionnaires, and reflective

journals. The researcher identified relevant information related to strategies and challenges in using YouTube captions through PBL activities and organized the data into meaningful categories.

2. Data display was carried out by presenting the reduced data in the form of narrative descriptions and thematic classifications. This process helped the researcher interpret patterns related to teaching strategies, students' reading behaviors, and challenges encountered during the learning process. According to Miles et al. (2014), data display enables researchers to draw valid conclusions by organizing data in a way that facilitates understanding.
3. The final step was conclusion drawing and verification. In this stage, the researcher interpreted the findings to answer the research questions and verified conclusions by comparing data from different sources. This process ensured the credibility and trustworthiness of the research findings regarding the strategies and challenges in using YouTube captions through Problem-Based Learning activities to foster students' reading skills.

CHAPTER IV

RESEARCH FINDING

4.1. Result Data

Previous studies have indicated that multimedia learning tools can support students' reading comprehension by providing visual and textual input simultaneously. In addition, Problem-Based Learning (PBL) encourages students to actively engage in learning through problem-solving activities and collaborative discussion. In this study, YouTube captions were used as a learning medium to support students' reading skills during English learning activities.

A total of 70 students participated in this study. The data were obtained from students of SMK Negeri 1 Percut Sei Tuan, located on Jl. Kolam No. 03, Medan Estate. The participants were seventh grade students in the academic year 2025/2026. These students were selected because they were involved in English learning activities that utilized YouTube videos with captions through Problem-Based Learning (PBL). The participants were willing to take part in the research by completing the questionnaire and participating in classroom activities related to the use of YouTube captions.

This study aims to explore the strategies and challenges in using YouTube captions through Problem-Based Learning activities to foster students' reading skills. The researcher used several data collection techniques, including classroom observation, questionnaires, interviews, and documentation. These techniques were used to obtain comprehensive data regarding how YouTube captions were used during the learning process, how students interacted with the captions as reading texts, and what difficulties they experienced during the learning activities.

The research participants responded to the questionnaire administered through Google Forms, which was distributed to students who participated in the learning activities. In the questionnaire, the researcher used statements adapted from Dörnyei's questionnaire design framework as cited in previous research. The questionnaire consisted of closed-ended questions that were easy to summarize and analyze. Additionally, interviews were conducted with the English teacher and several students to obtain deeper information regarding their experiences in using YouTube captions during PBL activities and their perceptions of its effectiveness in supporting reading comprehension.

In this questionnaire, several questions were divided into several sections designed to explore participants' perceptions regarding the use of YouTube captions in improving their reading skills. The first section focused on students' experiences in using YouTube captions during English learning activities. In this section, the researcher asked several questions related to students' attention to captions while watching videos, their ability to understand the text displayed in captions, and how captions helped them identify main ideas, vocabulary, and detailed information. The purpose of this section was to understand how students interacted with captions as reading material during the learning process.

The questionnaire consisted of 15 statements and used a Likert scale to measure students' perceptions regarding the effectiveness of YouTube captions in fostering their reading skills. The questionnaire provided several response options that allowed respondents to express their opinions on a scale from strongly agree (SA), agree (A), neutral (N), disagree (D), and strongly disagree (SD). The topics covered in the questionnaire included students' reading comprehension, vocabulary development,

learning motivation, and the role of Problem-Based Learning activities in helping students analyze information from captions.

The questionnaire items in this study were developed based on the theoretical framework in Chapter II and adapted from Dörnyei's (2007) questionnaire design framework. The items reflect key theories in reading comprehension, vocabulary development, student engagement, and Problem-Based Learning (PBL). The summary of the questionnaire topics is presented in the table below.

Table 4.1 Questionnaires item

Questionnaires/Statement	Topics
No 1, 2, and 3	Students' basic reading comprehension using YouTube captions
No 4 and 5	Students' ability to interpret and understand meaning through captions
No 6, 7, and 8	Vocabulary development and understanding written information through captions
No 9 and 10	Students' attention and engagement when reading captions
No 11, 12, and 13	The role of Problem-Based Learning (PBL) in analyzing captions
No 14 and 15	Students' confidence and motivation in reading English using captions

This research follows a data analysis framework consisting of three main stages: data reduction, data display, and conclusion drawing, as proposed by Miles,

Huberman, and Saldana in Sugiyono (2015). The analysis process begins with data reduction, which involves organizing, selecting, and simplifying the raw data obtained from questionnaires and interviews. After that, the data are interpreted through the process of drawing conclusions in order to identify patterns, themes, and narratives that represent the participants' experiences (Sandelowski, 2000).

4.1.1 Students' Strategies in Using YouTube Captions to Improve Reading Skills

Based on the data obtained from classroom observations, questionnaires, and interviews, several strategies were identified that students use when learning reading through YouTube captions. These strategies help students understand the text presented in the captions while watching the video. The integration of captions allows students to combine visual, auditory, and textual information, which supports their reading comprehension process during the learning activities.

One of the strategies used by students is reading the captions while watching the video in order to understand the overall meaning of the content. By simultaneously watching and reading, students are able to connect the spoken language with the written text. This strategy helps them identify the main idea of the text and follow the flow of information presented in the video.

Another strategy applied by students is identifying keywords and important information from the captions. During the learning activities, students are encouraged to focus on specific words or phrases that help them understand the content. By recognizing keywords, students can determine the main idea and supporting details more easily, which improves their overall reading comprehension.

Students also use the strategy of identifying unfamiliar vocabulary from the captions. When they encounter difficult words, they try to guess the meaning from

the context of the video and the sentences in the captions. In some cases, students also discuss these unfamiliar words with their classmates during group activities. This strategy helps students expand their vocabulary while practicing reading.

In addition, group discussion becomes an important strategy in the learning process. Through Problem-Based Learning activities, students work collaboratively to analyze the captions and discuss the meaning of the text. They share their understanding, ask questions, and help each other solve problems related to the reading material. This collaborative learning process helps students develop critical thinking and deeper comprehension.

Overall, the strategies used by students when interacting with YouTube captions support the development of their reading skills. By reading captions, identifying keywords, understanding vocabulary, and participating in group discussions, students are able to engage more actively in the learning process. These strategies show that the use of YouTube captions combined with PBL activities can effectively support students in improving their English reading comprehension.

4.1.2 Challenges Faced by Students in Using YouTube Captions during PBL Activities

Based on the data obtained from the interview and classroom observations, several challenges were identified when students used YouTube captions in reading activities through Problem-Based Learning (PBL). Although captions provide many benefits for improving reading comprehension, students still encounter some difficulties during the learning process.

One of the main challenges faced by students is the speed of the captions displayed in the video. Some students find it difficult to read the captions quickly

while simultaneously watching the video. This situation becomes more challenging for students who have lower reading proficiency because they need more time to process the written information presented in the captions.

Another challenge is students' limited vocabulary. When students encounter unfamiliar words in the captions, they often struggle to understand the meaning of the text. As a result, some students tend to rely on translation or ask their classmates for help. This indicates that vocabulary mastery plays an important role in supporting students' reading comprehension when using captions.

Students also face difficulties in maintaining focus between watching the video and reading the captions. Since the learning activity requires students to pay attention to both visual and textual information simultaneously, some students find it challenging to concentrate on the written text while following the video content.

In addition, technical issues can also affect the effectiveness of the learning process. Problems such as unstable internet connections or difficulties in accessing the video sometimes interrupt the learning activities. These technical obstacles may reduce the smoothness of the implementation of YouTube captions in the classroom.

Despite these challenges, students still show interest in learning through YouTube captions. The combination of audio, visual, and written text provides a different learning experience compared to traditional reading activities. Therefore, although several difficulties exist, the use of YouTube captions in PBL activities still has significant potential to support students in improving their reading skills.

4.1.3 Youtube Caption Enhances Students' English Reading Skills

The result of this statement aims to determine the extent to which respondents assess the Duolingo application in improving English reading skills as reflective

learning and providing feedback.

Table 4.2 Youtube Caption enhance students' English reading kills statement

No	Statements	SA	S	N	D	SD	Total
1	YouTube captions help me practice and improve my reading skills.	33	23	14	0	0	70
2	YouTube captions help me identify the main idea of a text more easily.	20	38	12	0	0	70
3	Reading captions helps me understand the overall meaning of the text.	27	30	13	0	0	70
4	YouTube captions help me practice making inferences from a text.	13	30	27	0	0	70
5	Overall, YouTube captions help improve my reading comprehension skills.	31	32	7	0	0	70
6	Reading captions helps me increase my English vocabulary.	26	32	12	0	0	70
7	Captions help me understand difficult words in written English.	22	34	13	1	0	70
8	I rely on captions to understand written information in the video.	17	26	24	1	2	70
9	Reading captions helps me focus on written text while watching the video.	25	25	20	0	0	70
10	I actively pay attention to captions during the lesson.	15	32	22	1	0	70
11	Through PBL activities, I read captions	14	36	20	0	0	70

	more carefully and critically.						
12	PBL activities help me analyze written information from captions.	16	18	34	2	0	70
13	Group discussion helps me understand the captions as a reading text.	18	25	25	1	1	70
14	Using captions makes me more confident in reading English texts.	26	20	19	2	3	70
15	Using captions increases my motivation to practice reading in English.	29	17	21	2	1	70

Data reduction in this study was carried out based on questionnaire collected from students. This study was conducted carefully through the open coding stage by identifying relevant and meaning statements. Each statement was then coded based on its substance and grouped into categories were then formulated into main themes that addressed the research focus. From this process, five main themes were obtained, namely: (1) Students' basic reading comprehension using YouTube captions, (2) Students' ability to interpret and understand meaning through captions, (3) Vocanulary development and understanding written information through caption, (4) Students' attention and engagement when reading captions, (5) The role of Problem-Based Learning (PBL) in analyzing captions, and (6) Students' confidence and motivation in reading English using captions.

Table 4.3 Codes and Categories based on questionnaire

No	Statement	Code	Categories	Themes
1	YouTube captions help me practice and improve my reading skills.	Reading skills improvement	Reading Comprehension	Students' basic reading comprehension using YouTube captions
2	YouTube captions help me identify the main idea of a text more easily.	Identifying main idea	Reading Comprehension	
3	Reading captions helps me understand the overall meaning of the text.	Understanding meaning	Reading Comprehension	
4	YouTube captions help me practice making inferences from a text.	Making inference	Reading Comprehension	Students' ability to interpret and understand meaning through captions
5	Overall, YouTube captions help improve my reading comprehension skills.	Reading comprehension improvement	Reading Comprehension	
6	Reading captions helps me increase my English vocabulary.	Vocabulary improvement	Vocabulary developmen	Vocabulary development and understanding written information through captions
7	Captions help me understand difficult words in written English.	Vocabulary understanding	Vocabulary development	
8	I rely on captions to understand written information in the video.	Caption dependency	Reading sstrategy	
9	Reading captions	Focus on text	Reading	Students'

	helps me focus on written text while watching the video.		strategy	attention and engagement when reading captions
10	I actively pay attention to captions during the lesson.	Active attention	Learning engagement	
11	Through PBL activities, I read captions more carefully and critically.	Critical reading	PBL learning strategy	The role of Problem-Based Learning (PBL) in analyzing captions
12	PBL activities help me analyze written information from captions.	Analytical thinking	PBL learning strategy	
13	Group discussion helps me understand the captions as a reading text.	Collaborative learning	PBL learning strategy	Students' confidence and motivation in reading English using captions
14	Using captions makes me more confident in reading English texts.	Reading confidence	Active impact	
15	Using captions increases my motivation to practice reading in English.	Learning motivation	Active impact	

Data reduction in this study was conducted by carefully reviewing all data obtained from students' questionnaires and interview transcripts. The process began with organizing and simplifying the raw data, followed by applying open coding to identify meaningful information related to students' experiences in using YouTube captions for improving their reading skills. Each statement from the questionnaire

was analyzed and assigned with specific codes such as reading comprehension, vocabulary improvement, reading strategy, learning engagement, and PBL learning strategy. These codes were then grouped into broader categories based on their similarities, which later contributed to the development of themes. This process was useful in identifying patterns of students' understanding, strategies, and challenges when using YouTube captions through Problem-Based Learning activities.

Data collection in this study was conducted through two main techniques, namely questionnaires and interviews. The questionnaire was distributed to students to obtain structured data regarding their perceptions, strategies, and experiences in using YouTube captions in reading activities. Meanwhile, interviews were conducted to gain deeper insights into how students and the teacher experienced the implementation of YouTube captions through PBL in the classroom.

The results presented above are derived from questionnaire data analyzed using coding techniques proposed by Miles, Huberman, and Saldaña (2014). The data are organized into codes, categories, and themes to facilitate interpretation. The development of these categories and themes is based on the theoretical framework presented in Chapter II, including reading comprehension theory by Grabe and Stoller, vocabulary development by Nation, student engagement by Guthrie and Wigfield, and Problem-Based Learning (PBL) by Savery and Hmelo-Silver. Therefore, the findings reflect the alignment between the data analysis and the underlying theories used in this study.

In this study, five students and one English teacher were selected as interview informants based on purposive sampling criteria, particularly those who actively participated in learning activities using YouTube captions. This selection

aimed to ensure that the participants had sufficient experience and understanding of the learning process. The use of in-depth interviews allowed the researcher to explore more detailed and contextual information regarding the strategies used by students, the challenges they faced, and how PBL activities supported their reading comprehension development. Therefore, the combination of questionnaire and interview data provided a comprehensive understanding of the role of YouTube captions in fostering students' reading skills.

Table 4.4 Coding and Category based students' interview

Verbatim Quotes	Code	Category	Main Theme
"I feel more confident with captions because I can capture information more accurately"	AF 1	Reading confidence	Affective impact of captions
"It is very helpful because not everyone can understand only through audio; some people are limited and can only translate through captions"	ML 1	Support for different learning styles	Multimedia learning support
"Captions help me learn new vocabulary, for example the word "improve" from the caption, and I know it means "to make something better""	VD 1	Vocabulary learning	Vocabulary development
"Subtitles help me understand the relationship between ideas because the text is clear and well-organized"	RC 1	Understanding text structure	Reading comprehension improvement

“With captions, I get some new vocabulary”	VD 2	Vocabulary acquisition	Vocabulary development
“I can learn both pronunciation and spelling at the same time”	ML 2	Audio-text integration	Multimedia learning support
“Learning while watching videos is not boring”	ML 3	Learning enjoyment	Affective engagement
“With this method, I can learn while seeing the visuals”	RC 2	Visual learning support	Multimedia learning support
“Visuals help me understand the ideas in the video more easily”	RC 3	Understanding ideas through visuals	Reading comprehension improvement
“With visuals, it is easier for me to understand the main idea of a video”	RC 4	Identifying main idea	Reading comprehension improvement

The codes above serve as important tools in this study for analyzing qualitative data systematically and meaningfully. By categorizing students’ responses into predefined codes such as affective impact (AF), multimedia learning (ML), vocabulary development (VD), and reading comprehension (RC), this research gains a deeper understanding of students’ experiences in using YouTube captions to improve their reading skills. Each code represents a specific aspect of students’ learning experiences, enabling the researcher to identify patterns related to comprehension, vocabulary acquisition, learning engagement, and confidence. For example, codes in the AF category highlight how captions can increase students’ confidence and make learning more enjoyable. Meanwhile, codes in the ML category emphasize the role of combining audio, text, and visual elements in supporting students’ understanding.

Furthermore, the coding system helps organize data related to the effectiveness of YouTube captions in enhancing students' reading skills and facilitates the identification of both strengths and learning challenges. For instance, codes under the VD category show that students benefit from captions in learning new vocabulary and understanding word meanings in context. Similarly, codes in the RC category indicate that captions help students understand the main idea, identify relationships between ideas, and comprehend the overall meaning of the text. In addition, ML codes reveal that the integration of visual and textual input makes it easier for students to process information, while AF codes reflect students' positive attitudes, such as increased motivation and confidence when learning through videos.

Overall, this structured coding approach provides a comprehensive understanding of how students interact with YouTube captions during the learning process. It highlights students' learning strategies, cognitive development, and emotional engagement when participating in PBL activities. Moreover, the findings can be used to support the development of more effective teaching strategies, particularly in integrating digital media such as YouTube captions into reading instruction. This approach also contributes to further research in the field of digital language learning by providing insights into how multimedia tools can enhance students' reading comprehension in English learning contexts.

4.1.4 Students' perceptions of Youtube Caption in improving reading skills

This understanding of students' perception is essential to see how effective Duolingo in supporting independent and interactive reading skills. Based on data obtained from questionnaire and interview.

a. Students' basic reading comprehension using YouTube Captions (Section 1: Question 1,2 and 3)

These findings describe various strategies and patterns of students in using YouTube captions in the context of English language learning, particularly in improving reading skills. The main focus is on understanding how students use YouTube captions as a learning tool, as well as their purposes and engagement during learning activities through Problem-Based Learning (PBL). The data collected provides insights into how captions are used and how they support students' reading comprehension.

In the context of qualitative research, this theme is explored through participants' explanations:

1. How YouTube captions help students understand reading texts (Q1)
2. How captions support students in learning vocabulary (Q2)
3. How students use captions as a strategy in learning activities, especially through PBL (Q3)

By exploring students' direct experiences, this research aims to identify the strategies used by students in utilizing YouTube captions as well as their learning purposes. This is important to understand how captions contribute to students' reading comprehension and how students engage with this digital learning media. The findings regarding students' strategies are also supported by qualitative data collected through interviews with several students. Some students revealed that captions help them understand the content more clearly and improve their reading ability:

"I feel more confident with captions because I can capture information more

accurately.” – Student 1

“Subtitles help me understand the relationship between ideas because the text is clear and well-organized.” – Student 2

“With captions, I get some new vocabulary.” – Student 3

“With visuals, it is easier for me to understand the main idea of a video.” – Student 4

Meanwhile, based on the results of the questionnaire, most participants showed positive responses toward the use of YouTube captions in improving their reading skills. The majority of students selected “strongly agree” and “agree” on statements related to reading comprehension, vocabulary development, and learning engagement. This indicates that students perceive captions as helpful and actively use them as a learning tool.

In addition, the findings show that students use captions not only to understand the content but also as a strategy to focus on written text while watching videos. Through PBL activities, students tend to read captions more carefully, analyze information, and participate in group discussions. This reflects the integration of reading strategies and collaborative learning in the classroom. Furthermore, captions also contribute to students’ vocabulary development and motivation. Students reported that captions help them learn new words, understand difficult vocabulary, and increase their confidence in reading English texts. The combination of text, audio, and visual elements also makes learning more engaging and less monotonous. Thus, it can be concluded that YouTube captions play an important role in supporting students’ reading skills. They not only improve reading comprehension but also encourage active learning, critical

thinking, and student engagement through PBL activities. These findings indicate that the use of YouTube captions is effective in facilitating reading skill development in a more interactive and meaningful way.

**b. Students' ability to interpret and understand meaning through captions
(Section 2: Question 4 and 5)**

The researcher presents students' ability to interpret and understand meaning through the use of YouTube captions in learning English reading skills. Based on the questionnaire results, most students showed positive responses toward the use of captions. They stated that captions help them understand the meaning of the text more easily and clearly. The presence of written text in the video allows students to follow the information step by step, which supports their reading comprehension.

The results of the questionnaire indicate that the majority of students selected "strongly agree" and "agree" for statements related to understanding meaning and making inferences. This shows that YouTube captions help students not only understand explicit information but also interpret the deeper meaning of the text. Students are able to connect ideas and draw conclusions from what they read in the captions.

In addition, captions also support students in improving their ability to interpret information. By reading the captions while watching the video, students can combine visual and textual information, which makes it easier for them to understand the content. This process helps students develop their reading skills, especially in understanding the overall meaning and identifying important information.

The findings are also supported by the results of interviews with students. Some students stated that captions make it easier for them to understand the text and follow the flow of ideas:

“Subtitles help me understand the relationship between ideas because the text is clear and well-organized.” – Student 1

“With captions, I can understand the meaning better and make conclusions from the text.” – Student 2

Based on the statements above, it can be concluded that YouTube captions play an important role in helping students interpret and understand meaning. Although some students may still need more time to read the captions, overall, captions are considered effective in improving students' reading comprehension skills.

c. Vocabulary development and understanding written information through captions (Section 3: Question 6,7 and 8)

The researcher presents students' vocabulary development and their ability to understand written information through the use of YouTube captions in learning English reading skills. Based on the questionnaire results, most students showed positive responses toward the use of captions in improving their vocabulary. Students stated that captions help them learn new words and understand difficult vocabulary more easily. The written text provided in the captions allows students to directly see and recognize unfamiliar words while watching the video.

The results of the questionnaire indicate that the majority of students selected “strongly agree” and “agree” for statements related to vocabulary

improvement and understanding written information. For Question 6, most respondents chose “strongly agree” and “agree,” indicating that captions help them increase their English vocabulary. Similarly, in Question 7, the majority of students agreed that captions help them understand difficult words in written English. In Question 8, many students also selected “agree” and “strongly agree,” showing that they rely on captions to understand written information in the video. Only a small number of students selected “neutral,” and none chose “disagree” or “strongly disagree.” These findings clearly show that most students have a positive perception of YouTube captions in supporting vocabulary learning and comprehension.

In addition, captions also help students understand written information more clearly. Students reported that they rely on captions to follow the content of the video and interpret the information presented. The presence of captions makes it easier for students to focus on the written text while watching, which supports their reading process and comprehension.

The findings are also supported by interview results. Some students stated that captions help them understand vocabulary and written information:

“With captions, I get some new vocabulary.” – Student 1

“Captions help me understand difficult words and follow the information in the video.” – Student 2

Based on the statements above, it can be concluded that YouTube captions play an important role in developing students’ vocabulary and helping them understand written information. Although some students may still depend on captions to fully understand the content, overall, captions are considered an

effective tool for supporting vocabulary learning and reading comprehension.

d. Students' attention and engagement when reading captions (Section 4: Question 9 dan 10)

The researcher presents students' attention and engagement when reading captions in learning English reading skills. Based on the questionnaire results, most students showed positive responses toward the use of YouTube captions in maintaining their focus during learning activities. Students stated that captions help them pay more attention to the written text while watching videos, which supports their reading process.

The results of the questionnaire provide a clearer picture of students' responses based on the Likert scale. For Question 9, which focuses on students' ability to focus on written text while watching videos, the majority of respondents selected "strongly agree" and "agree." This indicates that most students feel that captions help them concentrate better on the reading material. A smaller number of respondents chose "neutral," showing that some students may not fully rely on captions for maintaining focus. However, no respondents selected "disagree" or "strongly disagree," which suggests that there are no negative perceptions regarding this aspect.

Similarly, for Question 10, which relates to students' active attention during the lesson, the majority of students also selected "strongly agree" and "agree." This reflects that students are actively engaged when captions are used in the learning process. Only a few respondents selected "neutral," indicating that while most students are engaged, some may still have varying levels of attention during the lesson. Again, there were no responses in the "disagree" or

“strongly disagree” categories, which further strengthens the positive perception of captions.

These findings indicate that YouTube captions play a significant role in increasing students’ attention and engagement. The dominance of positive responses (strongly agree and agree) shows that captions are effective in helping students stay focused and actively participate in learning activities. The minimal neutral responses suggest that only a small number of students experience moderate engagement, while the absence of negative responses highlights the overall effectiveness of captions in supporting students’ attention.

The findings are also supported by interview results. Some students expressed that captions help them stay focused and enjoy the learning process:

“Learning while watching videos is not boring.” – Student 1

“With this method, I can learn while seeing the visuals.” – Student 2

Based on the statements above, it can be concluded that YouTube captions play an important role in improving students’ attention and engagement during learning. The combination of visual and textual elements makes students more interested and actively involved in reading activities. Therefore, captions are considered an effective tool to support students’ focus and participation in English learning.

e. The role of Problem-Based Learning (PBL) in analyzing captions (Section 5: Question 11, 12 and 13)

The researcher presents the role of Problem-Based Learning (PBL) in helping students analyze captions in learning English reading skills. Based on the questionnaire results, most students showed positive responses toward the

use of PBL activities in supporting their reading comprehension. Students stated that PBL activities encourage them to read captions more carefully and think more critically about the information presented.

The results of the questionnaire indicate that the majority of students selected “strongly agree” and “agree” for statements related to PBL activities. For Question 11, most respondents agreed that PBL activities make them read captions more carefully and critically. This shows that students become more focused and analytical when engaging in problem-solving tasks.

For Question 12, the majority of students also selected “strongly agree” and “agree,” indicating that PBL helps them analyze written information from captions. Students are able to identify important details, interpret meaning, and connect ideas more effectively during PBL activities. Only a small number of students selected “neutral,” and none selected “disagree” or “strongly disagree.”

Similarly, for Question 13, most students agreed that group discussions in PBL activities help them understand captions as reading texts. This indicates that collaborative learning plays an important role in improving students’ comprehension. Through discussion, students can share ideas, clarify misunderstandings, and build a deeper understanding of the text.

These findings show that PBL activities support students in developing higher-order thinking skills, such as analyzing and interpreting information. The combination of captions and PBL creates a more interactive and meaningful learning experience.

The findings are also supported by interview results. Some students stated:

“Group discussion helps me understand the captions better.” – Student 1

“I read captions more carefully when I have to discuss them.” – Student 2

Based on the statements above, it can be concluded that PBL plays an important role in helping students analyze captions. It encourages critical thinking, collaboration, and deeper understanding in reading activities.

f. Students' confidence and motivation in reading English using captions (Section 6: Question 14 and 15)

The researcher presents students' confidence and motivation in reading English using YouTube captions. Based on the questionnaire results, most students showed positive responses toward the use of captions in increasing their confidence and motivation in learning English reading skills.

The results of the questionnaire indicate that the majority of students selected “strongly agree” and “agree” for both questions. For Question 14, most respondents agreed that using captions makes them more confident in reading English texts. This suggests that captions help students feel more comfortable and less anxious when reading.

For Question 15, the majority of students also selected “strongly agree” and “agree,” indicating that captions increase their motivation to practice reading in English. Students feel more interested and encouraged to learn when captions are used, as the learning process becomes more engaging and easier to follow. Only a small number of students selected “neutral,” and none selected “disagree” or “strongly disagree.”

These findings indicate that YouTube captions not only support cognitive aspects such as comprehension and vocabulary but also affect students' affective

aspects, including confidence and motivation. The presence of captions helps students feel more capable and willing to participate in reading activities.

The findings are also supported by interview results. Some students expressed:

“I feel more confident when I read with captions.” – Student 1

“Using captions makes learning English more interesting.” – Student 2

Based on the statements above, it can be concluded that YouTube captions have a positive impact on students’ confidence and motivation. They create a supportive learning environment that encourages students to actively engage in reading and improve their English skills.

4.1.5 English Teacher’s Strategies in Using PBL to Foster Students’ Reading Skills

Based on the data obtained from interviews with the English teacher and supported by classroom observations, several strategies were identified in the implementation of Problem-Based Learning (PBL) to foster students’ reading skills through the use of YouTube captions. These strategies reflect how the teacher guided students to actively engage with reading texts during the learning process.

First, the teacher applied problem orientation at the beginning of the lesson. The teacher introduced a contextual problem related to the video content and asked students to watch the video while reading the captions to understand the situation. This strategy encouraged students to read with a clear purpose. As stated by the teacher:

“I usually give them a problem first, so they have a reason to read the captions and find the information from the video.”

This indicates that reading activities were not conducted passively, but were directed toward problem-solving tasks, which aligns with the principles of PBL.

Second, the teacher used guided questioning strategies to support students' comprehension. The teacher provided questions related to the main idea, detailed information, vocabulary, and inference from the captions. These questions helped students focus on important aspects of the text. The teacher explained:

“I guide them by asking questions, like what is the main idea or what does this word mean, so they read more carefully.”

This strategy encouraged students to engage in deeper reading and develop critical thinking skills.

Third, the teacher implemented collaborative group discussion as an essential part of PBL activities. Students were divided into small groups to discuss the captions, identify key information, and solve problems together. This collaborative process helped students share ideas and clarify their understanding. The teacher stated:

“I ask them to work in groups, so they can discuss the captions and help each other understand the text.”

Through collaboration, students became more active and confident in interpreting the reading material.

Fourth, the teacher encouraged students to apply reading strategies, such as pausing the video, rereading captions, and taking notes. These strategies were important to help students manage the difficulty of processing multiple inputs (audio, visual, and text). The teacher mentioned:

“Sometimes I pause the video or ask them to replay it, so they can read

the captions again and understand better.”

This shows that the teacher provided practical techniques to support students' reading comprehension.

Fifth, the teacher provided scaffolding and feedback during the learning process. When students faced difficulties, especially in vocabulary or understanding meaning, the teacher gave explanations and guidance. In addition, feedback was provided after discussions to ensure students' understanding. The teacher explained:

“If they don't understand the words, I help explain or let them discuss first, then I give feedback.”

This strategy helped students overcome their difficulties and improved their comprehension.

Finally, the teacher applied reflection activities at the end of the lesson. Students were asked to summarize the information they obtained from the captions and reflect on their learning. This activity helped reinforce their understanding. The teacher stated:

“At the end, I ask them to explain what they understand from the video and captions.”

Overall, the findings show that the English teacher applied various PBL-based strategies, including problem orientation, guided questioning, collaboration, reading strategies, scaffolding, and reflection. These strategies effectively supported students' reading comprehension by making them more active, engaged, and critical in processing information from YouTube captions.

4.1.6 English teachers' perceptions of Youtube caption as a learning tool in enhancing reading skills

To supplement the data, this research also involved the perspectives of English teachers through in-depth interviews. The involvement of teachers in this study aimed to gain a more comprehensive understanding of the effectiveness of using Youtube caption in improving English reading skills. As individuals with direct experience in designing, implementing and evaluating the learning process. Teachers provide a professional perspective that can assess the impact of this application not only from the students' learning outcomes but also from the aspect of feedback, participation and sustainable of use in the classroom context.

Table 4.5 Coding and Categorization based on English teacher interview

No	Questions	Answer	Themes category
1	How do you integrate YouTube captions into reading comprehension activities?	I integrate YouTube captions by turning them into reading texts. Students watch the video while reading the captions, and then I give them tasks such as identifying the main idea, finding specific information, and answering comprehension questions. I also ask them to highlight unfamiliar words and discuss them in groups.	Instructional strategies in using YouTube captions
2	What strategies do you use to encourage students to read captions carefully?	I usually provide guiding questions before the students watch the video so they have a clear purpose for reading the captions. I pause the video at certain points and ask them to focus on	Instructional strategies in using YouTube captions

		specific information. I also ask them to take notes and find keywords from the captions.	
3	What challenges do you face when using YouTube captions in class?	One of the main challenges is that the captions sometimes move too fast for some students, especially those with lower reading ability. Another challenge is their limited vocabulary, so they still depend on translation. Technical issues such as internet connection also sometimes affect the activity.	Challenges in implementing YouTube captions
4	How do students respond to the use of captions during reading activities?	Most students respond positively because they feel that they are learning in a more interesting and interactive way. They are more engaged compared to when they read printed texts, and the combination of audio, visual, and text helps them understand the content better.	Students' engagement and response
5	Do captions help students improve their vocabulary? How do you notice this improvement?	Yes, captions help students improve their vocabulary. I notice the improvement when students start to recognize words without asking for the meaning, and they are able to use the new words in their speaking or writing tasks. Their comprehension results also show better performance.	Vocabulary development through captions
6	What types of problems or tasks do you give to students during PBL activities?	in PBL activities, I usually give real-life related tasks. For example, students watch a video with captions	Problem-Based learning (PBL) implementation

		about a certain topic, then they work in groups to identify the problem, discuss possible solutions, and present their ideas. Sometimes they create posters or short presentations based on the information they get.	
7	In your opinion, do captions improve students' reading comprehension? Why?	In my opinion, captions improve students' reading comprehension because they provide visual support and context. Students not only read the text but also listen to the pronunciation and see the situation in the video. This multimodal input helps them understand the meaning more easily, especially for students with lower reading proficiency.	Impact of captions on reading comprehension

1. Teacher's perception of YouTube caption as a learning tool

Based on the findings from the interview conducted, the English teacher at SMK Negeri 1 Percut Sei Tuan perceived YouTube captions as an effective and interactive learning tool in teaching reading comprehension. The teacher explained how captions are integrated into learning activities by stating:

"I integrate YouTube captions by turning them into reading texts. Students watch the video while reading the captions, and then I give them tasks such as identifying the main idea, finding specific information, and answering comprehension questions."

This statement indicates that YouTube captions are not only used as

supplementary media but are transformed into structured reading materials. The teacher utilizes captions as the main source of text and supports them with comprehension-based tasks to improve students' reading skills.

In addition, the teacher emphasized the use of strategies to guide students in reading captions effectively:

"I usually provide guiding questions before the students watch the video so they have a clear purpose for reading the captions. I also ask them to take notes and find keywords from the captions."

This shows that the teacher applies structured strategies such as guiding questions, note-taking, and identifying keywords to help students focus on important information. These strategies reflect a purposeful and organized approach in integrating YouTube captions into the learning process.

Overall, the teacher also observed that students respond positively to the use of YouTube captions because the learning becomes more interesting and interactive. However, some challenges such as fast caption speed, limited vocabulary, and technical issues are still encountered. Despite these challenges, the teacher considers YouTube captions as a valuable learning tool that enhances engagement and supports reading activities.

2. Teacher's view on YouTube Caption's effectiveness in Reading Development

Based on the findings from the interview, the teacher views YouTube captions as an effective tool in supporting students' reading development. The teacher believes that captions contribute significantly to improving students'

reading comprehension by providing clear textual input that accompanies audio and visual elements. This combination allows students to process information more easily and understand the meaning of the text in context.

The teacher also perceives that captions help students develop important reading skills such as identifying main ideas, understanding detailed information, and interpreting meaning. Through the integration of captions in Problem-Based Learning (PBL) activities, students are encouraged to read more carefully, analyze information, and engage in discussion. This process supports deeper comprehension and promotes critical thinking skills.

In addition, the teacher recognizes that YouTube captions play an important role in vocabulary development, which is closely related to reading ability. As students are exposed to new words in context, they gradually improve their understanding of vocabulary and become more confident in reading English texts. This improvement also supports their ability to use new vocabulary in other language skills.

However, the teacher also acknowledges that the effectiveness of YouTube captions depends on several factors, such as students' reading proficiency, vocabulary knowledge, and the quality of captions. Challenges such as fast caption speed and limited vocabulary may affect students' comprehension, especially for lower-level learners. Therefore, appropriate instructional strategies and guidance are necessary to maximize the benefits of using captions.

Overall, the teacher's view indicates that YouTube captions are an effective medium for improving reading development. When combined with proper teaching strategies and PBL activities, captions can enhance students' comprehension, vocabulary, and engagement in reading learning processes.

4.2 Discussion

Applying Strategies in Using YouTube Captions through PBL

This research explores the strategies in using YouTube captions through Problem-Based Learning (PBL) activities to foster students' reading skills. The findings indicate that the integration of YouTube captions and PBL provides significant cognitive and affective benefits for students. This study employed a qualitative descriptive design, which aims to provide a comprehensive understanding of participants' experiences in a natural learning context (Creswell, 2020). According to Miles, Huberman, and Saldaña (2014), qualitative research emphasizes in-depth analysis of behaviors, perceptions, and interactions, which aligns with the purpose of this study.

The findings reveal that students apply several reading strategies when interacting with YouTube captions, such as reading captions while watching videos, identifying keywords, interpreting meaning from context, and participating in group discussions. These strategies are consistent with reading theories proposed by Grabe and Stoller (2019), who state that reading comprehension involves active processes such as identifying main ideas, making inferences, and integrating prior knowledge. In addition, Anderson (2008) emphasizes that effective readers use strategies such as predicting, rereading, and monitoring comprehension, which are also reflected in students' behaviors in

this study.

Furthermore, the integration of multimedia elements (audio, visual, and text) in YouTube captions supports students' comprehension. This finding aligns with Mayer's (2020) Cognitive Theory of Multimedia Learning, which suggests that learners understand information better when it is presented through both visual and verbal channels. Students in this study reported that captions help them connect spoken language with written text, making it easier to understand the overall meaning and identify important information. This is also supported by Vanderplank (2016), who argues that captions facilitate form–meaning connections and enhance comprehension.

In terms of reading comprehension improvement, the results show that most students agreed that YouTube captions help them identify main ideas, understand detailed information, and make inferences. This finding is consistent with previous studies presented in Chapter II, such as Montero Perez et al. (2018) and Yildiz and Aydin (2021), which found that captioned videos significantly improve learners' comprehension and vocabulary acquisition. Similarly, Cárdenas-Claros and Ramírez-Orellana (2024) highlight that captions provide inclusive support for learners with different learning styles.

Another important finding is related to vocabulary development. Students reported that captions help them learn new words and understand difficult vocabulary in context. This supports Nation's (2013) theory that vocabulary knowledge is a key factor in reading comprehension. This finding is also in line with Montero Perez et al. (2014), who found that captioned videos contribute to incidental vocabulary learning.

The study also highlights the significant role of Problem-Based Learning (PBL) in enhancing students' reading skills. Through PBL activities, students are encouraged to read captions more carefully, analyze information, and engage in collaborative discussions. This supports Hmelo-Silver (2017), who states that PBL promotes critical thinking and deeper understanding. In addition, Savery (2015) emphasizes that PBL creates meaningful learning experiences through real-life problem-solving. These findings are also supported by Lin and Hwang (2018), who highlight that technology-supported learning can increase students' engagement and interaction.

Moreover, the findings show that students' engagement and motivation increased when using YouTube captions. This is consistent with Guthrie and Wigfield (2018), who argue that motivation plays a crucial role in reading development. The use of multimedia and PBL also supports active learning, as suggested by Brame (2016). In addition, Dewi (2025) found that digital media enhances students' confidence, which aligns with this study where students feel more confident in understanding texts through captions.

Overall, these findings confirm that the use of YouTube captions integrated with PBL is an effective strategy to foster students' reading comprehension, vocabulary development, engagement, and confidence.

Facing Challenges in Using YouTube Captions through PBL

Despite the benefits, this study also identified several challenges faced by students and teachers in using YouTube captions through PBL activities. One major challenge is the speed of captions, which makes it difficult for some students, especially those with lower proficiency levels, to follow the text. This

finding is consistent with Vanderplank (2016), who notes that fast-paced captions can hinder comprehension.

Another challenge is students' limited vocabulary, which affects their ability to fully understand the captions. This aligns with Nation (2013), who emphasizes that insufficient vocabulary knowledge can become a barrier to reading comprehension.

Additionally, students experience cognitive overload when processing audio, visual, and textual information simultaneously. According to Sweller (2020), excessive cognitive load can reduce learning effectiveness if not properly managed. This finding is also supported by Lin and Hwang (2018), who state that multimedia learning environments require careful instructional design to avoid overwhelming students.

From the teacher's perspective, challenges include designing effective PBL activities, selecting appropriate videos, and dealing with technical issues such as unstable internet connections. These findings are in line with Kırkgöz (2019), who states that both technological and pedagogical factors influence the effectiveness of video-based learning.

Furthermore, previous studies in Chapter II also highlight similar challenges. For instance, Vanderplank (2016) and Montero Perez et al. (2018) note that although captions provide benefits, learners may struggle with processing speed and unfamiliar vocabulary. These findings strengthen the results of this study, showing that challenges in caption-based learning are common in EFL contexts.

Therefore, although YouTube captions and PBL offer many

advantages, their effectiveness depends on how teachers manage these challenges through appropriate scaffolding, video selection, and instructional strategies.

BAB V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings and discussion of the study, it can be concluded that the use of YouTube captions through Problem-Based Learning (PBL) activities plays a significant role in fostering students' reading skills in the EFL classroom. This study reveals that students apply various strategies when interacting with YouTube captions, such as reading captions while watching videos, identifying keywords, understanding vocabulary through context, and engaging in group discussions. These strategies help students comprehend the text more effectively and support the development of essential reading skills, including identifying main ideas, understanding detailed information, and making inferences.

Furthermore, the findings indicate that YouTube captions provide multimodal input (audio, visual, and textual), which enhances students' comprehension and vocabulary development. Students are able to connect spoken language with written text, making it easier for them to understand meaning and recognize new vocabulary. In addition, the integration of PBL activities encourages students to read more critically and actively engage in the learning process. Through problem-solving tasks and collaborative discussions, students develop higher-order thinking skills and become more involved in reading activities.

The study also shows that the use of YouTube captions has a positive impact on students' motivation and confidence in reading English texts. Students feel more interested and engaged in learning because the activities are interactive and meaningful. The combination of digital media and PBL creates a more enjoyable

learning environment compared to traditional reading methods.

However, despite these benefits, several challenges were identified. These include the speed of captions, which can be difficult for some students to follow, especially those with lower reading proficiency; limited vocabulary, which affects comprehension; and difficulty in managing attention between watching videos and reading captions. In addition, technical issues such as unstable internet connections may also hinder the learning process. From the teacher's perspective, challenges include designing effective PBL activities and selecting appropriate video materials.

Overall, it can be concluded that YouTube captions integrated with Problem-Based Learning (PBL) are an effective approach to improving students' reading skills. However, successful implementation requires proper instructional strategies, guidance, and support to overcome the challenges encountered during the learning process.

5.2 Suggestion

Based on the conclusions of this study, several suggestions are proposed for teachers, students, and future researchers:

1. For English Teachers

Teachers are recommended to integrate YouTube captions into reading instruction using structured approaches such as Problem-Based Learning (PBL). Teachers should design clear and purposeful tasks, provide guiding questions, and use strategies such as pausing videos, highlighting keywords, and encouraging note-taking to help students focus on captions. In addition, teachers should carefully select videos that match students' proficiency levels and ensure that captions are accurate and readable.

Providing vocabulary support and scaffolding is also important to help students overcome comprehension difficulties.

2. For Students

Students are encouraged to actively engage in learning by applying effective reading strategies when using YouTube captions. They should practice reading captions carefully, identifying important information, and using context to understand unfamiliar words. Students are also advised to participate actively in group discussions during PBL activities to enhance their understanding. Furthermore, students can use YouTube captions independently as a learning tool to improve their reading skills and vocabulary outside the classroom.

3. For Future Researchers

Future researchers are suggested to explore the use of YouTube captions and Problem-Based Learning in different contexts, such as different grade levels, skills (e.g., listening, speaking, or writing), or research designs (e.g., quantitative or mixed methods). Further studies may also investigate the effectiveness of different types of captions (e.g., auto-generated vs. edited captions) or compare YouTube captions with other digital learning tools. In addition, future research can examine strategies to reduce cognitive load and improve students' focus when learning through multimedia.

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APPENDICES

Appendix 1

Students' Questionnaire

Nama Lengkap :

Kelas :

Institusi/Sekolah :

Jenis Kelamin :

- Laki-Laki
- Perempuan

Usia :

Alamat :

No HP :

No	Statement	SA	A	N	D	SD
1	YouTube captions help me practice and improve my reading skills.					
2	YouTube captions help me identify the main idea of a text more easily.					
3	Reading captions helps me understand the overall meaning of the text.					
4	YouTube captions help me practice making inferences from a text.					
5	Overall, YouTube captions help improve my reading comprehension skills.					
6	Reading captions helps me increase my English vocabulary.					
7	Captions help me understand difficult words in written English.					
8	I rely on captions to understand written information in the video.					
9	Reading captions helps me focus on written text					

	while watching the video.					
10	I actively pay attention to captions during the lesson.					
11	Through PBL activities, I read captions more carefully and critically.					
12	PBL activities help me analyze written information from captions.					
13	Group discussion helps me understand the captions as a reading text.					
14	Using captions makes me more confident in reading English texts.					
15	Using captions increases my motivation to practice reading in English.					

Appendix 2

Students' Interview Questions

Nama Lengkap :

Kelas :

Institusi/Sekolah :

Jenis Kelamin :

- Laki-Laki
- Perempuan

Usia :

Alamat :

No HP :

1. Do YouTube captions help you understand English texts? How?
2. What difficulties do you experience when reading captions?
3. Do you focus more on the captions or the video images? Why?
4. Do captions help you learn new vocabulary? Can you give an example?
5. How do captions help you understand the relationship between ideas in the text?
6. What suggestions do you have to improve learning through YouTube captions?
7. What part of the activity was most difficult for you?
8. In your opinion, do using captions make reading more interesting?
9. Do you find it challenging to read while watching at the same time?
10. Do you feel more confident answering reading questions after watching videos with captions? Explain your answer.

English Teachers' Interview Question

1. How do you integrate YouTube captions into reading comprehension activities?
2. What strategies do you use to encourage students to read captions carefully?
3. What challenges do you face when using YouTube captions in class?
4. How do students respond to the use of captions during reading activities?
5. Do captions help students improve their vocabulary? How do you notice this improvement?
6. What types of problems or tasks do you give to students during PBL activities?
7. In your opinion, do captions improve students' reading comprehension? Why?

Table of Students Questionnaire Questions

No	Statements	SA	S	N	D	SD	Total
1	YouTube captions help me practice and improve my reading skills.	33	23	14	0	0	70
2	YouTube captions help me identify the main idea of a text more easily.	20	38	12	0	0	70
3	Reading captions helps me understand the overall meaning of the text.	27	30	13	0	0	70
4	YouTube captions help me practice making inferences from a text.	13	30	27	0	0	70
5	Overall, YouTube captions help improve my reading comprehension skills.	31	32	7	0	0	70
6	Reading captions helps me increase my English vocabulary.	26	32	12	0	0	70
7	Captions help me understand difficult words in written English.	22	34	13	1	0	70
8	I rely on captions to understand written information in the video.	17	26	24	1	2	70
9	Reading captions helps me focus on written text while watching the video.	25	25	20	0	0	70
10	I actively pay attention to captions during the lesson.	15	32	22	1	0	70
11	Through PBL activities, I read captions	14	36	20	0	0	70

	more carefully and critically.						
12	PBL activities help me analyze written information from captions.	16	18	34	2	0	70
13	Group discussion helps me understand the captions as a reading text.	18	25	25	1	1	70
14	Using captions makes me more confident in reading English texts.	26	20	19	2	3	70
15	Using captions increases my motivation to practice reading in English.	29	17	21	2	1	70

A. Transcript of Students' Interview Results

1. Do YouTube captions help you understand English texts? How?

Student 1: YouTube captions help me understand English text, they help me follow the words while listening so i can understand the pronunciation and meaning at the same time

Student 2: Yes, I do because it help me in practicing my ability to understand a context in english

Student 3: Yes, because text help- me to understand the content of the video

Student 4: Yes, with red the caption I get easier to understand the content of the video

Student 5: Yes, they have learning tool by visual that synchron with with the audio, its make to improve my reading skills

2. What difficulties do you experience when reading captions?

Student 1: sometimes te caotion move too fast and I cannot read them quickly, there are also some difficult words that I do not understand.

Student 2: The difficult is more with my tired eyes, because when watching the video my eyes have to look down

Student 3: Sometimes, captions is too fast and difficult to read, and there a few words who I don't understand

Student 4: The duration of the video and the words who I don't understand the meaning

Student 5: the difficult is the translation that too fast to read, the transcript is not accurate

3. Do you focus more on the captions or the video images? Why?

Student 1: I focus moe on the captions because they help me understand what the speaker is saying. However I also look at the video images to understand the context

Student 2: Video image, because I prefer to see visual rather than the text

Student 3: I focus more on captions, because with read the text its easier to understand what they talking on the video

Student 4: Yes, I focus on the video, because I want to practice my listening skills

Student 5: Second, I focus on text and video

4. Do captions help you learn new vocabulary? Can you give an example?

Student 1: yes, caption help me learn new vocabulary. For example, I learn the word "improve" which means to make something better

Student 2: Maybe, sometimes I get some new vocabulary

Student 3: Yes, help me to learn new vocabulary, ex : bridge = jembatan

Student 4: Yes, because caption help me when there are word too difficult to say

Student 5: Yes, ex:bone=tulang

5. How do captions help you understand the relationship between ideas in the text?

Student 1: Caption help me to understand between idea, because I read the sentence is full and see how one sentence between other next sentence

Student 2: Because it provides a visual explanation

Student 3: Captions help me to understand between ide/orientation because the text is so clear

Student 4: Because caption explain the content through the text

Student 5: Text help to combine visual information and the content

6. What suggestions do you have to improve learning through YouTube captions?

Student 1: In my opinion, better the video is slowly for caption tp easier to

Student 2: The quality of the captions has been improved and pauses between sentences have been slowed down

Student 3: My suggestion use caption English and write on the note the new words to easier to remember

Student 4: learn thi is important because I need this to my major next

Student 5: To improve lesson through the YouTube caption and use text consistently

7. What part of the activity was most difficult for you?

Student 1: the difficult part is read and listen at the same time, especially if the speaker is too fast

Student 2: Listen while watching the main video

Student 3: Reading fast with watch the video and there a few words that I cannot read

Student 4: Read and listen at the sametime

Student 5: So many the word that the pronunciation is to difficult

8. In your opinion, do using captions make reading more interesting?

Student 1: Yes, because I can learn with watch the video and it's not make me boring

Student 2: Yes, it makes the content much more engaging

Student 3: Yes, because easier to understand captions and the story is more interest

Student 4: Yes, it can help me to improve my reading skills, I get the new vocabulary

Student 5: Yes, its easy if the video iss use English

9. Do you find it challenging to read while watching at the same time?

Student 1: Yes, sometimes I felt challenge because I should focus to two point, read and watxh the video

Student 2: Sometimes, because it can be distracting

Student 3: Yes, sometimes is difficult I should read and watch the video at the sametime

Student 4: I difficult to understand the content of the video if I read the caption at the sametime

Student 5: No

10. Do you feel more confident answering reading questions after watching videos with captions? Explain your answer.

Student 1: Yes, I feel so confident because I has read and listen the captions

Student 2: Yes, because I can confirm what I heard by reading

Student 3: Yes, I feel more confident, because more understand the content of the video

Student 4: Maybe yes, maybe no. sometimes I feel confident and sometimes I feel hard to read the text

Student 5: Somestimes yes, sometimes no

B. Transcript of Teachers' Interview Results

1. How do you integrate YouTube captions into reading comprehension activities?

Answer: I integrate YouTube captions by turning them into reading texts.

Students watch the video while reading the captions, and then I give them tasks such as identifying the main idea, finding specific information, and answering comprehension questions. I also ask them to highlight unfamiliar words and discuss them in groups.

2. What strategies do you use to encourage students to read captions carefully?

Answer: I usually provide guiding questions before the students watch the video so they have a clear purpose for reading the captions. I pause the video at certain points and ask them to focus on specific information. I also ask them to take notes and find keywords from the captions.

3. What challenges do you face when using YouTube captions in class?

Answer: One of the main challenges is that the captions sometimes move too fast for some students, especially those with lower reading ability. Another challenge is their limited vocabulary, so they still depend on translation. Technical issues such as internet connection also sometimes affect the activity.

4. How do students respond to the use of captions during reading activities?

Answer: Most students respond positively because they feel that they are learning in a more interesting and interactive way. They are more engaged compared to when they read printed texts, and the combination of audio, visual, and text helps them understand the content better.

5. Do captions help students improve their vocabulary? How do you notice this improvement?

Answer: Yes, captions help students improve their vocabulary. I notice the improvement when students start to recognize words without asking for the meaning, and they are able to use the new words in their speaking or writing tasks. Their comprehension results also show better performance.

6. What types of problems or tasks do you give to students during PBL activities?

Answer: In PBL activities, I usually give real-life related tasks. For example, students watch a video with captions about a certain topic, then they work in groups to identify the problem, discuss possible solutions, and present their ideas. Sometimes they create posters or short presentations based on the information they get.

7. In your opinion, do captions improve students' reading comprehension? Why?

Answer: In my opinion, captions improve students' reading comprehension because they provide visual support and context. Students not only read the text but also listen to the pronunciation and see the situation in the video. This multimodal input helps them understand the meaning more easily, especially for students with lower reading proficiency.

DOCUMENTATION






MAJELIS PENDIDIKAN TINGGI
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PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Amanda Mulyani
NPM : 2202050013
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Strategies and Challenges in Using YouTube Captions Through Problem-Based Learning (PBL) Activities to Foster Students' Reading Skills	

Bermohon kepada Dosen Pembimbing untuk mengesahkan judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing



Dr. Dewi Kesuma Nasution, SS., M.Hum.

Medan, November 2025
Hormat Pemohon,



Amanda Mulyani



Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Amanda Mulyani
NPM : 2202050013
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 119 SKS

IPK= 3,74

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan Oleh Dekan Fakultas
	Strategies and Challenges in Using YouTube Captions Through Problem-Based Learning (PBL) Activities to Foster Students' Reading Skills	27/01/2024 
	A Qualitative Study on Students' Perceptions of Using Kahoot as an English Reading Game Through Problem-Based Learning (PBL) to Support Reading Comprehension	
	Exploring Students' Perceptions of Using an Online Reading Platform Through Problem-Based Learning (PBL) to Enhance Reading Comprehension	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, November 2025
Hormat Pemohon,


Amanda Mulyani

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



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Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu 'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Amanda Mulyani
NPM : 2202050013
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Strategies and Challenges in Using Youtube Captions Through Problem-Based Learning (PBL) Activities to Foster Students' Reading Skills

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

Dr. Dewi Kesuma Nasution, S.S., M.Hum.

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, November 2025
Hormat Pemohon,

Amanda Mulyani

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 279/II.3-AU//UMSU-02/ F/2026
Lamp : ---
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : **Amanda Mulyani**
N P M : 2202050013
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **Strategies and Challenges in Using Youtube Captions Through Problem – Based Learning (PBL) Activities to Foster Students' Reading Skills**

Pembimbing : **Dr. Hj. Dewi Kesuma Nst, M.Hum.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **27 Januari 2027**

Medan, 08 Sya'ban 1447 H
27 Januari 2026 M

Wassalam


Dr. Hj. Syamsuwarnita, M.Pd.
NIDN.0004066701



Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing.
4. Mahasiswa yang bersangkutan







WAJIB MENGIKUTI SEMINAR





BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Mahasiswa : Amanda Mulyani
NPM : 2202050013
Prog. Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Strategies and Challenges in Using Youtube Captions Through Problem-Based Learning (PBL) Activities to Foster Students' Reading Skills

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan	Keterangan
19 Des 2025	State exactly the problem of research.		
24 Des 2025	Revise chapter I		
5 Jan 2026	Add more theories of variable X		
8 Jan 2026	Revise chapter III		
17 Jan 2026	Revise the Reference.		
23 Jan 2026	Revision complete		

Medan, Januari 2026

Diketahui oleh:
Ketua Prodi

Dosen Pembimbing



(Pirman Ginting, S.Pd., M.Hum.)



(Dr. Hj. Dewi Kesuma Nst, M.Hum.)



**MAJELIS PENDIDIKAN TINGGI
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BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jum'at Tanggal 30 Bulan Januari Tahun 2026 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Amanda Mulyani
N.P.M : 2202050013
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Strategies and Challenges in Using Youtube Captions Through Problem-Based Learning (PBL) Activities to Foster Students' Reading Skills

No	Masukan dan Saran
Judul	OK
Bab I	Write add the formulation of the problems
Bab II	Write add the reading process
Bab III	focus the participants
Lainnya	OK
Kesimpulan	<input type="checkbox"/> Disetujui <input type="checkbox"/> Ditolak <input checked="" type="checkbox"/> Disetujui Dengan Adanya Perbaikan

Dosen Pembimbing

(Dr. Hj. Dewi Kesuma Nst, M.Hum.)

Dosen Pembahas

(Ambar Wulan Sari, S.Pd., M.Pd.)

Panitia Pelaksana

Ketua

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Amanda Mulyani
N.P.M : 2202050013
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Strategies and Challenges in Using Youtube Captions Through
Problem-Based Learning (PBL) Activities to Foster Students' Reading
Skills

Pada hari Jum'at tanggal 30, bulan Januari tahun 2026 sudah layak menjadi proposal skripsi.

Medan, Februari 2026

Disetujui oleh:

Dosen Pembimbing

(Dr. Hj. Dewi Kesuma Nst, M.Hum.)

Dosen Pembahas

(Ambar Wulan Sari, S.Pd., M.Pd.)

Diketahui oleh
Ketua Program Studi,

(Dr. Pirman Ginting, S.Pd., M.Hum.)



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Amanda Mulyani
NPM : 2202050013
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Strategies And Challenges In Using Youtube Captions Through Problem-Based Learning (Pbl) Activities To Foster Students' Reading Skills.

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
10/3-2026	State clearly the source & theory of composing the questionnaire & the interview sheet	Dr.
14/3-2026	State exactly the theories of strategies & challenges in chapter 2	Dr.
30/3-2026	Revise the references	Dr.
4/4-2026	Enclose all the result/answers of respondents (question & interview)	Dr.
8/4-2026	Review the discussion/finding	Dr.
15/4-2026	Revisia Dr.	Dr.

Diketahui oleh:
Ketua Prodi



(Dr. Pirman Ginting, S.Pd., M.Hum.)

Medan, April 2026
Dosen Pembimbing



(Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum.)



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N P M : 2202050013
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Strategies and Challenges in Using Youtube Captions Through Problem – Based Learning (PBL) Activities to Foster Students' Reading Skills

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.
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nama : Amanda Mulyani
NIM : 2202050013
program Studi : S1 Pendidikan Bahasa Inggris UMSU

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"Strategies and Challenges in Using Youtube Captions Through Problem-Based Learning (PBL) Activities to Foster Students' Reading Skills"

Demikian Surat Keterangan ini dibuat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.

Percut Sei Tuan, 12 Maret 2026

Ani Kepala
Wakil Kepala Bid. Akademik

Herlambang, M.Pd
NIP. 197102141994121004





AMANDA MULYANI

☎ 0895612148469

✉ amandamulyani544@gmail.com

🎓 Pendidikan Bahasa Inggris

🏠 Tembung Pasar 7 Jl. Makmur Gg. Dahlia 41
Kec. Percut Sei Tuan., Kab. Deli Serdang

SUMMARY

An active and reliable English Education student in the organization. Creative, disciplined, and adaptable in handling various responsibilities. Able to manage time effectively, work collaboratively, and adjust quickly to changing situations while maintaining a positive and professional attitude.

EDUCATION

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA - Medan, North Sumatera

October 2022-2026

English Education Study Program

GPA : 3.78/4.00

MAS PLUS AL-ULUM - Medan, North Sumatera

2019 - 2022

Science Major

EXPERIENCE

PLP I SMK Negeri 1 Percut Sei Tuan

- Conducted observations of the school environment, including classroom management, teaching methods, and student behavior to gain an understanding of real educational settings.

PLP II SMK Negeri 1 Percut Sei Tuan

- Assisted in school administrative tasks such as organizing documents, managing student data, and supporting daily operational activities.

PLP III SMK Negeri 1 Percut Sei Tuan

- Planned and delivered lessons, managed classroom activities, and applied teaching strategies to support students' learning effectively.



AMANDA MULYANI

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Kec. Pecut Sei Tuan., Kab. Deli Serdang

EXPERIENCE ORGANIZATION

ENGLISH DEPARTMENT STUDENT ASSOCIATION - Medan Head of
Kemuhammadiyah Division

ENGLISH NATIONAL COMPETITION - March 2023

- A national level speech and essay competition as part of english department student associaation program

ENGLISH NATIONAL COMPETITION II - February 2025

- A national level speech, story telling and essay competition as part of English department student association program
- Head of the secretariat section and moderator in essay competition

ENGLISH NATIONAL COMPETITION III - December 2025


- A national level speech, story telling, poster and essay competition as part of English department student association program

SKILLS

- Soft Skill : Teamwork, Communicating, Interpersonal, Time Manajement, Problem Solving, Leadership and Writing
- Hard Skill : Skill in managing project able to use M. Word, M.Excel, Power Point and Canva
- Native Speaker (English) and (Indonesia) language

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