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The Effect of Subtitled Videos Combined with the Flipped Classroom Method on Students' Reading Comprehension

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ABSTRACT

This study aims to explore the effect of integrating subtitled videos with the flipped classroom method on students' reading comprehension. This is because many Indonesian students still face challenges due to limited vocabulary, poor grammar mastery, and low motivation, even though reading comprehension plays a crucial role in English language acquisition. A quasi-experimental design was used in this study, involving two groups of eleventh-grade students at SMA Negeri 1 Seririt. The two groups were an experimental group treated with subtitled videos using the flipped classroom method and a control group receiving traditional printed text instruction. The findings of this study showed a statistically significant difference in post-test scores between the two groups, with the experimental group being higher than the control group. Thus, the implementation of subtitled videos allows students to access the content repeatedly and engage visually and textually. Meanwhile, the flipped classroom approach increases students' active participation and self-directed learning. These results indicate that combining subtitled videos with flipped classroom instruction effectively improves reading comprehension. Also, these results demonstrate the potential of student-centered, multimedia-enhanced strategies to enrich language learning and offer practical implications for future instructional design.

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INTRODUCTION

According to Fitri and Ma'rifah (2022), English as a global lingua franca plays a crucial role in enabling individuals to communicate effectively and compete in the

modern, interconnected world. It cannot be denied that in this era of globalization, English is an important language for communication (Saraswati et al., 2020). English is taught at all levels of education as a foreign language in Indonesia with the aim of equipping students with essential language skills, including listening, speaking, writing, and reading (Maizarah & Purwanti, 2023). According to Enggar and Wibowo (2020), reading comprehension serves as a foundation for acquiring knowledge, accessing information, and developing language proficiency among various language skills. Reading comprehension enables students to decipher texts, interpret meaning, analyze arguments, and engage critically with content (E et al., 2022). According to Widyari et al. (2022), because the primary purpose of reading is to understand and absorb the information contained in a book, reading will be futile if done without understanding and also reading will not significantly improve students' skill without understanding. Furthermore, reading comprehension enables learners to extract and respond to written information (Irkinovich and Izatullaevna, 2022). However, due to students' limited vocabulary, inadequate grammar mastery, and lack of motivation, many students in Indonesia still struggle with this skill (Milaham, 2022; Andini & Ratmanida, 2019; Kultsum et al., 2022).

These ongoing challenges highlight the gap between traditional teaching methods and students' learning needs. As learning resources, teachers often use note cards, stick figures, or even textbooks (Budasi et al., 2020). According to Ting-ting (2024), these challenges are exacerbated by the widespread reliance on conventional, lecture-based reading instruction, which tends to encourage passive learning and fails to accommodate students' individual learning styles. Therefore, innovative, student-centered strategies are urgently needed to improve reading comprehension. According to Padmadewi et al. (2023), students need to study English frequently to develop reading and comprehension habits. According to Hoshang et al. (2021), one promising approach is the flipped classroom. This pedagogical model shifts the focus of content acquisition to pre-class activities, freeing up class time for high-level, interactive learning (Låg & Sæle, 2019). Previous research has shown that this method increases student engagement during class, supports self-regulated learning, and improves student comprehension outcomes (Phoeun & Sengsri, 2021). If designed effectively, the flipped classroom can encourage active participation, foster independence, and maximize student interaction with the learning material (Andewi & Hastomo, 2022; Safiyeh & Farrah, 2020).

According to Sari et al. (2023), the use of technology for teaching is very important in the era of globalization because the classroom is almost impossible without it. The use of video-based instruction enhances the effectiveness of flipped learning. Students benefit from dual-channel input, such as visual and textual, which enhances comprehension and vocabulary acquisition when videos are subtitled, especially with the addition of subtitles (Malakul & Park, 2023; Nakamura & Spring,

2020). According to Nakamura & Spring (2020), subtitled videos allow students to control their learning pace and revisit challenging content, making them highly effective for improving reading comprehension. While previous research has separately highlighted the benefits of flipped classrooms and subtitled videos in educational contexts, few have examined the combined impact of these two innovations on students' reading comprehension in high school settings (Schneider & Blikstein, 2016; ÖzkanKırmızı & FundaKömeç, 2019). Most existing research examines these components independently and is often conducted in college or international settings. According to Kusuma (2022), in English language teaching throughout the world and especially in Indonesia, the flipped classroom approach is rapidly gaining attention and becoming an interesting subject for debate. There is limited empirical evidence on how this combined method can be implemented in local high school settings with students still developing basic reading skills.

This gap becomes even more pressing in the context of high schools in Indonesia, where available digital resources are underutilized. Initial observations by researchers at SMA Negeri 1 Seririt revealed that eleventh-grade students had never been exposed to flipped classroom strategies and continued to rely on traditional text-based instruction, despite having access to smartphones and internet connectivity. Traditional methods still dominate reading instruction, despite the school being well-resourced and allowing students to use smartphones in their lessons. This represents a missed opportunity to leverage multimedia tools for learning enhancement. Therefore, to improve students' reading comprehension, this study proposes the innovative integration of subtitled videos within a flipped classroom framework. It seeks to evaluate whether this combined approach yields significantly better reading outcomes by adopting a quasi-experimental design compared to traditional methods. The novelty of this study lies in its contextual relevance to Indonesian education, where its focus on high school students that a demographic often overlooked in such research and its empirical testing of a student-centered, multimedia-supported learning model. These findings are expected to inform teaching practices and contribute to the growing discourse on effective language teaching.

METHOD

To investigate the effect of subtitled videos combined with the flipped classroom method on students' reading comprehension, this study employed a quasi-experimental design. The study was conducted in the second semester of the 2024/2025 academic year at SMA Negeri 1 Seririt, Buleleng, Bali. This institution was chosen due to its adequate technological infrastructure and policy permitting students to use smartphones in class. This study was conducted under ideal

circumstances because, despite these benefits, digital devices have not been integrated into reading instruction in schools.

All eleventh-grade students at SMA Negeri 1 Seririt served as the study population. Two existing classes were selected using intact group sampling to minimize disruption to the school's organizational framework. Without requiring student transfers, this sampling technique maintained a natural learning environment and ensured the integrity of the existing classroom environment. Two complete classes of eleventh-grade students participated in a post-test-only control group design. While the control group was taught using traditional printed text, the experimental group was taught using a flipped classroom and subtitled films. The number of students in each group was 38. To evaluate basic reading comprehension and ensure the homogeneity of the two groups, a pre-test was administered to both groups before the treatment, although the research design focused on the post-test. Eight meetings were held during the implementation process: one for the pre-test, six for the treatment, and one for the post-test.

The treatment procedures differed between the two groups. Unlike the control group, which received printed reading texts and learned through live teacher explanations in class, the experimental group participated in a flipped classroom, where students watched 3–5-minute, subtitled instructional videos without audio at home before class. The videos were shared via Google Forms and could not be watched more than once. During the in-person sessions, students engaged in discussions, Q&A sessions, and group assignments to deepen their understanding of the videos. Both groups utilized learning resources aligned with the eleventh-grade English curriculum and had similar content and difficulty levels. The experimental group received digital videos with subtitles, while the control group received printed texts. This was the only difference in delivery method. To ensure uniformity of learning materials between the two groups, materials were carefully selected to meet the students' language proficiency and learning requirements.

This study used two primary research instruments to collect data. First, a pre- and post-test was conducted using the Reading Comprehension Test. This test consists of ten multiple-choice, short-answer, and true or false questions, aimed at assessing students' vocabulary knowledge, reading comprehension, and inference abilities. Two knowledgeable instructors from Ganesha University of Education verified the test items. The post-test was the primary tool used to assess the effectiveness of the intervention. Second, observation notes were taken by the researcher to document students' participation during the intervention, engagement, and any technical and non-technical difficulties encountered during the learning process.

SPSS software was used to analyze the data using descriptive and inferential statistics. The mean, range, variance, and standard deviation were calculated as part of the descriptive statistics to provide an overview of student performance. Several

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tests were used in inferential statistics. To ensure that the data distribution met the assumptions of parametric tests, a normality test was conducted. Equal variances between the two groups were verified using a homogeneity test.

Table 1. Normality Test

Interpretation of Normality Test	
p < 0.05	The data distribution is not normal
p > 0.05	The data distribution is normal

Table 2. Homogeneity Test

Interpretation of Homogeneity Test	
p < 0.05	The data distribution is not homogeneous
p > 0.05	The data distribution is homogeneous

To determine whether there was a statistically significant difference between the experimental and control groups, an independent sample t-test was applied to the post-test data. In addition, to further confirm the effect of the treatment, pre-test and post-test results were compared within the experimental group using a paired sample t-test. To ensure validity and reliability, this study addressed several factors. By adjusting for potential risks such as maturity, testing experience, and unforeseen events, internal validity was maintained. These factors were controlled by maintaining the same session duration and time for each meeting. By limiting student responses to the testing procedure and using a representative class sample, external validity was strengthened. Each tool, including the reading test, the researchers' notes, and the lesson plans, was validated by experts to ensure they met the research objectives and student abilities. Furthermore, statistical hypothesis testing was conducted in this study.

RESULTS AND DISCUSSION

Results

1. The Implementation of The Treatment

The treatment was conducted over eight sessions, consisting of one pre-test, six learning sessions using different texts, and one post-test. During these sessions, the experimental group was exposed to a flipped classroom model using subtitled videos. Meanwhile, the control group received conventional learning. In the initial session, both groups took a pre-test. The classroom atmosphere was calm, but student interaction was minimal. Therefore, at this stage, the experimental group did not experience the treatment. In the second session, students in the experimental group were introduced to the flipped classroom method and then assigned to watch a subtitled video before class. Some students experienced

adaptation challenges, such as limited internet access and time management issues, which led to low engagement in class.

Gradually, improvements began to emerge in subsequent meetings. By the third meeting, some students were more prepared and engaged, indicating initial adaptation to the new learning method. This trend continued into the fourth meeting, where the researcher allowed students more time to complete pre-class activities. The extended preparation period resulted in increased student confidence, active discussions, and more meaningful learning interactions.

In the fifth and sixth meetings, student engagement peaked. Most students had watched the video before class, which improved their preparedness, vocabulary mastery, and comprehension. They demonstrated active participation, critical thinking, and collaboration. The subtitled video contributed to a more interactive and student-centered learning environment. The seventh meeting demonstrated continued high engagement, with students confidently participating in group work and discussions. They acknowledged the effectiveness of the flipped model in improving their understanding. Finally, in the eighth meeting, a post-test was administered to students to evaluate the impact of the treatment.

2. The Description and Frequency of Pre-Test and Post-Test

The results of this study are presented based on an analysis of pre-test and post-test scores from the experimental and control groups. To provide a comprehensive understanding of student performance before and after the intervention, the data are presented using a combination of tables, histograms, and descriptive analysis. A pre-test was conducted to assess the initial reading comprehension skills of the experimental group. The results are presented in Table 3 below.

Table 3. Pre-Test Frequency Distribution of Experimental Group

Class Interval	Frequency (f)	Percentage (%)
30 – 39	2	5.6%
40 – 49	4	11.1%
50 – 59	7	19.4%
60 – 69	9	25.0%
70 – 79	7	19.4%
80 – 89	5	13.9%
90 – 99	2	5.6%
Total	36	100.0%

Table 3 shows that the most frequent scores were in the 60–69 range, representing 25% of students. Only a small proportion, 5.6%, scored in the lowest

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range between 30–39 and the highest between 90–99, indicating that most students performed average before the intervention. The mean score was 60.56 with a standard deviation of 15.665, indicating moderate dispersion. Meanwhile, Figure 1 shows a distribution that is close to normal with a central tendency around 60–69. Most students fall in the middle range, indicating a relatively even distribution of comprehension skills before the intervention.

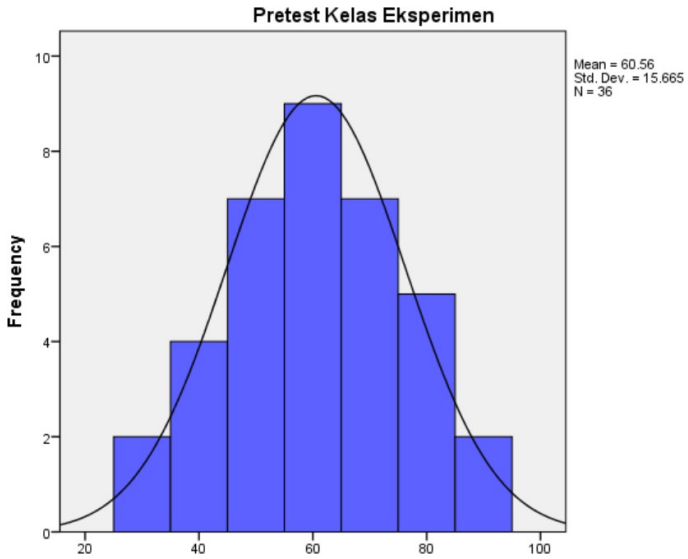

Figure 1. Pre-Test Score Distribution of Experimental Group

A post-test of the experimental group was conducted after the implementation of subtitled videos and the flipped classroom method. The post-test results showed a significant increase in scores, with 63.9% of students scoring between 74 and 101, indicating significant improvement in reading comprehension. Specifically, 22.2% of students scored between 95 and 101, a substantial improvement compared to the pre-test. The data can be seen in Table 4 and Figure 2 below.

Table 4. Post-Test Frequency Distribution of Experimental Group

Class Interval	Frequency (f)	Percentage (%)
60 – 66	7	19.4%
67 – 73	6	16.7%
74 – 80	9	25.0%
81 – 87	0	0.0%
88 – 94	6	16.7%
95 – 101	8	22.2%
Total	36	100.0%

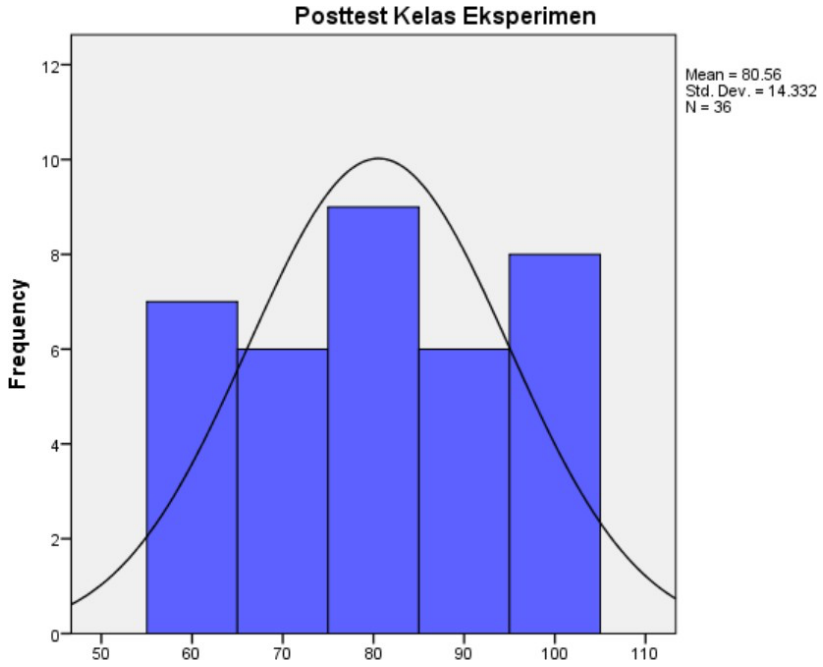

Figure 2. Post-Test Score Distribution of Experimental Group

Figure 2 above shows a rightward shift in the distribution curve, with scores clustered around the higher intervals. The mean score increased to 80.56, and the standard deviation decreased slightly to 14.332. This indicates improved performance with more consistent results. On the other hand, as a preliminary comparison, the control group was given the same pre-test without any treatment exposure. The results are shown in Table 5.

Table 5. Pre-Test Frequency Distribution of Control Group

Class Interval	Frequency (f)	Percentage (%)
30 – 39	3	8.3%
40 – 49	4	11.1%
50 – 59	7	19.4%
60 – 69	8	22.2%
70 – 79	6	16.7%
80 – 89	8	22.2%
Total	36	100.0%

From Table 5 above, the average score is 59.44 and the standard deviation is 15.846. This indicates that students in the control group had a slightly lower average performance compared to the experimental group at the beginning. Meanwhile,

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https://jurnal.stkippgribl.ac.id/index.php/ijlhe/index

Figure 3 below reflects a central distribution that peaks at 60–69, similar to the experimental group which showed a comparable initial level of understanding.

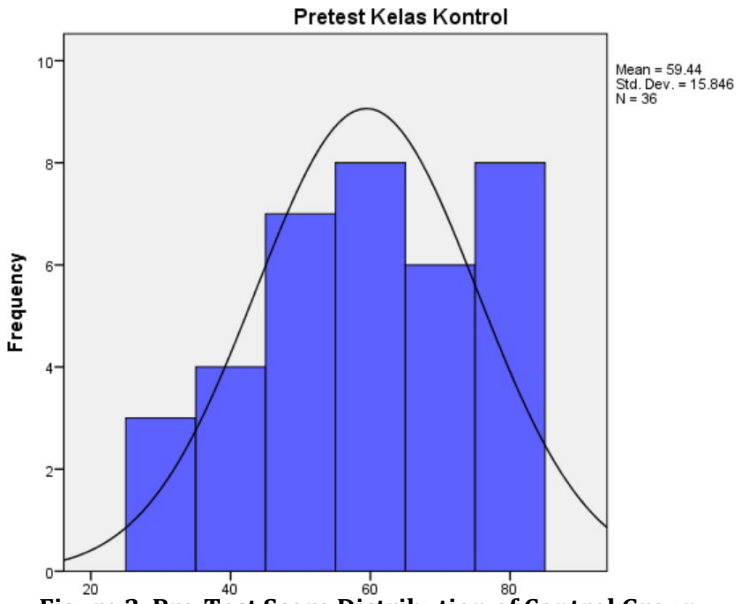

Figure 3. Pre-Test Score Distribution of Control Group

The control group took a post-test after traditional learning without treatment. Only 22.2% of students scored above 89, with a mean post-test score of 71.11 and a standard deviation of 14.693, although there was some improvement. Furthermore, the improvement was relatively small compared to the experimental group, although higher than the pre-test score. The data can be seen in Table 6 and Figure 4 below.

Table 6. Post-Test Frequency Distribution of Control Group

Class Interval	Frequency (f)	Percentage (%)
40 – 49	1	2.8%
50 – 59	4	11.1%
60 – 69	8	22.2%
70 – 79	9	25.0%
80 – 89	6	16.7%
90 – 99	7	19.4%
100 – 109	1	2.8%
Total	36	100.0%

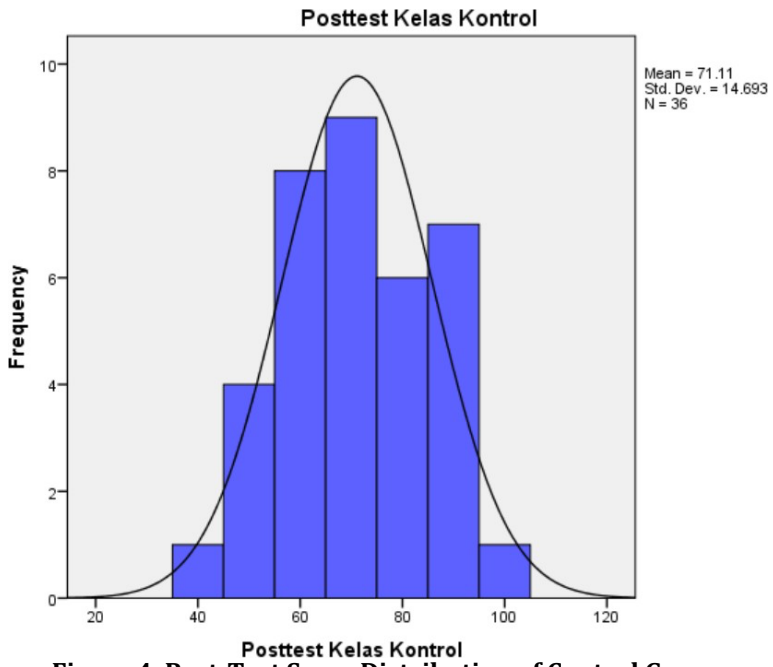

Figure 4. Post-Test Score Distribution of Control Group

Figure 4 above shows a peak in the distribution between 70–79, with fewer students achieving the highest scores. Although the effect was less pronounced than in the experimental group, this overall improvement confirms the learning benefits. Thus, the experimental group showed an average increase of 20 points, from 60.56 to 80.56. Meanwhile, the control group only showed an average increase of 11.67 points, from 59.44 to 71.11. Furthermore, the proportion of high-achieving students with scores $\geqslant$88 was significantly greater in the experimental group. These findings suggest that the use of subtitled videos combined with the flipped classroom method significantly improved students' reading comprehension more than the traditional method.

3. Normality Test and Homogeneity Test

This study first conducted normality and homogeneity tests to ensure the validity and reliability of the statistical analysis used to measure the effectiveness of using subtitled videos with the flipped classroom method on students' reading comprehension. The function of these two tests is as a prerequisite for determining the suitability of further parametric analyses such as the independent sample t-test and paired sample t-test. The normality test was conducted using the Kolmogorov–Smirnov test, where this test assesses whether the data from the experimental and control groups follow a normal distribution. The significance level used was 0.05. If the Sig. or p-value is greater than 0.05, the data is considered normally distributed. The normality test data can be seen in Table 7 below.

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https://jurnal.stkippgribl.ac.id/index.php/ijlhe/index

Table 7. Results of Kolmogorov–Smirnov Normality Test

Class	Statistic	df	Sig
Pre-Test Experimental Group	.136	36	.089
Post-Test Experimental Group	.141	36	.067
Pre-Test Control Group	.125	36	.167
Post-Test Control Group	.135	36	.096

From Table 7 above, the significance values for all four data sets are greater than 0.05, namely the pre-test experimental group is 0.089, the post-test experimental group is 0.067, the pre-test control group is 0.167, and the post-test control group is 0.096. It can be concluded that the data from all groups are normally distributed because all values exceed the 0.05 threshold. Therefore, the assumption of normality is met and validates the use of parametric statistical procedures for the next stage of data analysis. Meanwhile, the homogeneity of variance test was conducted using the Levene Test to determine whether the variances of the two groups are statistically equal. This test helps ensure that the difference in the means of the two groups is not caused by unequal variances. The homogeneity test data can be seen in Table 8 below.

Table 8 Pre-Test Scores Results of Levene's Homogeneity Test

Levene Statistic		df1	df2	Sig.
Based on Mean	.121	3	140	.948
Based on Median	.128	3	140	.943
Based on Median and with adjusted df	.128	3	137.989	.943
Based on trimmed mean	.095	3	140	.963

From Table 8 above, all significance values are above 0.05, with the lowest value being 0.943 and the highest being 0.963. These results indicate that the variance is homogeneous, meaning there is no significant difference in the distribution of scores between the experimental and control groups before treatment. To reliably conduct an independent samples t-test, this meets the necessary assumptions.

4. The Results of Statistical Hypothesis Testing

This section presents the results of a statistical hypothesis test to determine whether the implementation of subtitled videos combined with the flipped classroom method significantly affects students' reading comprehension. The first stage is conducting an Independent Samples T-Test, which is conducted to determine whether there is a statistically significant difference between the post-test scores of students in the experimental and control groups. The Independent Samples T-Test data can be seen in Table 9 below.

Table 9. Independent Sample T-Test Results

	Control		Experimental				95%CL	
Variable	M	SD	M	SD	t(70)	p	LL	UL
Scores	71.11	14.69	80.56	14.33	-2.76	.007	16.26	-2.62

M = mean; SD = standard deviation; CL = confidence interval; LL = lower limit; UL = upper limit.

From Table 9 above, the experimental group with M = 80.56 significantly outperformed the control group with M = 71.11 in the post-test. The t-value of -2.76 with a p-value of 0.007 or $p < 0.05$ indicates a statistically significant difference between the experimental and control groups. Therefore, the null hypothesis or H_0 is rejected, which states that the use of subtitled videos with the flipped classroom method does not affect students' reading comprehension and the alternative hypothesis or H_1 is accepted. Cohen's d value is calculated based on the combined mean scores and standard deviations of both groups to determine the magnitude of the treatment effect. The following are the results.

$$d = \frac{80.56 - 77.11}{14.51}$$

$$d = 0.65$$

From the result above, Cohen's d value of 0.65 is categorized as a medium to large effect size. This indicates a significant practical impact. These results indicate that the use of subtitled videos with a flipped classroom approach produces statistically significant results and has educationally relevant benefits in improving students' reading comprehension. Meanwhile, a Paired Samples T-Test was conducted to verify whether the learning improvement in the experimental group

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was statistically significant from pre-test to post-test. This analysis directly compares the same group of students before and after receiving the treatment. The Paired Samples T-Test data can be seen in Table 10 below

Table 10. Paired Sample T-Test Results of Experimental Group

	Paired Differences					t	df	Sig. 2-tailed
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1	-20.00	10.954	1.826	-23.706	-16.294	-10.954	35	.001

From Table 10 above, the mean score increased from 60.56 in the pre-test to 80.56 in the post-test in the experimental group. The t-value of -10.954 and p-value of 0.001 indicate a statistically significant increase. The 95% confidence interval does not include zero, confirming that the observed difference is not due to chance. This strongly supports the effectiveness of the treatment. Thus, the results of the Independent Samples T-Test and Paired Samples T-Test revealed that students' reading comprehension is significantly better when the flipped classroom approach is combined with subtitled videos. With a statistically significant difference of p = 0.007 and a medium to large effect size of Cohen's d = 0.65, the experimental group outperformed the control group. Furthermore, students in the experimental group showed a statistically significant increase of 20 points from pre-test to post-test p = 0.001, confirming that the improvement was due to the applied teaching method. Therefore, these results validate the effectiveness and educational benefits of integrating multimedia and student-centered approaches in teaching English as a Foreign Language, particularly for improving reading comprehension in the high school context.

Discussion

The findings of this study indicate that the use of subtitled films in a flipped classroom paradigm significantly improved students' reading comprehension. This supports the theoretical perspective of research conducted by Gilakjani et al. (2012), which states that reading involves more than just decoding words; it also involves the use of various cognitive techniques to generate meaning. Students are exposed to visual and linguistic input through the use of subtitled videos, which enhances their ability to comprehend information. The control group's score increased from 59.44 to 71.11. Meanwhile, the experimental group, which received this model, experienced a significant increase from a pre-test average score of 60.56 to a post-test score of 80.56. This is in line with research conducted by Zheng et al. (2022), where they found that

subtitled films help students focus and improve overall comprehension. Students are also given the option to learn at their own pace using the flipped classroom approach, which is consistent with constructivist learning theory that emphasizes student autonomy and active knowledge development.

Besides that, these results support previous studies showing that flipped classrooms are more effective than conventional approaches. Research conducted by Wiranata et al. (2023) supports this research, stating that high school students in Indonesia taught in flipped classrooms showed significant improvements in reading activity. Students attributed this improvement to their ability to review the material before class. Similarly, research conducted by Samiei and Ebadi (2021) concluded that flipped classrooms encourage peer interaction and deeper class discussions. Furthermore, in terms of media, research conducted by Supangesti et al. (2020) reinforced this research by stating that subtitled videos support vocabulary acquisition, contextual understanding, and the development of reading fluency. Similarly, findings found by Francia et al. (2024) stated that subtitled videos significantly assist students with their visuals. Also, Nakamura & Spring (2020) stated that subtitled videos can improve students' reading speed. Students in the experimental group were found to benefit from clearer word recognition and better understanding of complex texts due to simultaneous visual and textual input. However, findings from Nguyen (2022) study contradict the current research, which suggests that flipped classrooms may be ineffective in settings with inadequate technology. The students in the current study adapted well thanks to their flexible schedules and teacher support despite sporadic connectivity issues, suggesting that flipped learning can be successful with proper preparation and institutional support.

Initially, some students struggled to schedule time to watch movies before class. However, their motivation and engagement increased after the schedule was modified to allow for more freedom. This aligns with findings from studies conducted by Fahmi (2020) and Maharsi et al. (2021), which found that flipped classrooms increased student confidence and reduced misunderstandings. In these studies, students reported feeling more engaged, motivated, and prepared for class discussions. According to teachers, the flipped learning model requires more thorough planning, particularly in terms of creating interactive lessons and films. This issue is not unique; findings from research conducted by Diarsini et al. (2022) emphasize that this method requires adequate teacher preparation and institutional support, in addition to well-designed media. According to these studies, flipped classrooms provide an efficient way to improve reading comprehension when these requirements are met, particularly in terms of increasing student autonomy and collaboration in the classroom.

This study confirms the growing consensus that technology can enhance literacy education if carefully integrated. According to Kusuma (2022), the success of technology utilization in education lies in teachers' ability to utilize it effectively. In this study, the use of silent videos with subtitles not only overcomes technical limitations such as lack

of speakers or audio clarity but also promotes inclusivity, particularly benefiting students with hearing impairments or English pronunciation difficulties. More importantly, this approach encourages self-directed learning, an increasingly vital skill in the 21st century, as students become more independent, motivated, and engaged in classroom learning.

The results of this study support the idea of foreign language learning by demonstrating that both textual and visual input can improve reading comprehension. Subtitles and visual cues work together to facilitate students' understanding of meaning. These findings encourage teachers to reevaluate the use of conventional oral input, especially for students who have difficulty understanding audio in a foreign language and also encourage teachers to be creative in creating or modifying such media.

CONCLUSION

The use of a flipped classroom with subtitled videos significantly improved students' reading comprehension in an EFL context. These results support the initial hypothesis that improved learning outcomes would result from combining student-centered pedagogy with multimedia learning. These results are supported by statistical evidence, showing substantial differences between the experimental and control groups and significant increases in pre- and post-test scores in the experimental group. Furthermore, the effect was considered large based on the effect size or Cohen's d = 1.20, highlighting its statistical significance and strong practical relevance in the classroom.

Classroom observations showed increased student motivation, autonomy, and engagement during the learning process. Students reported that watching films with subtitles helped them understand the text better and made learning more engaging and enjoyable. Initially, there were some minor technical issues, but these were easily overcome and eventually disappeared, demonstrating the method's adaptability to practical situations. This study makes a significant contribution to the development of sustainable, cutting-edge teaching methods in the field of foreign language training. Given its proven efficacy in this study, the method has the potential for wider use in various EFL contexts, particularly for those with access to technology. Furthermore, future studies could build on these results by investigating implementation across educational levels or long-term retention.

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