

Using English-Subtitled YouTube Narrative Videos to Improve EFL Listening Comprehension in a Vocational High School



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ABSTRACT

Abstract

This study investigated the effect of English subtitles in YouTube narrative videos on the listening comprehension of eleventh-grade vocational high school students in Indonesia. A quantitative quasi-experimental design was employed using pre-test and post-test measures with a control group. Two intact classes participated in the study: 25 students in the experimental group and 25 students in the control group. The experimental group learned through YouTube narrative videos with English subtitles, while the control group watched the same videos without subtitles. Data were collected using a 25-item listening comprehension test and analyzed using descriptive statistics, paired sample t-tests, an independent sample t-test, and effect size analysis. The findings showed a significant difference in post-test scores between the experimental and control groups, with the experimental group achieving higher listening performance ($p = 0.010 < 0.05$). The experimental group also showed significant improvement after the treatment ($p = 0.008 < 0.05$), whereas the control group did not show a significant gain. These results suggest that English subtitles can serve as effective instructional scaffolding for improving students' listening comprehension, particularly in vocational EFL classrooms where learners may have limited exposure to authentic spoken English.

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INTRODUCTION

Listening is one of the four essential English language skills. According to Nunan et al., (2013), listening is a major component of language instruction because learners often receive more input through listening than through speaking in classroom contexts. Similarly, Underwood (1989) defines listening as an active process in which learners focus on spoken input and attempt to construct meaning from what they hear. These perspectives highlight that listening is not merely a passive activity, but a complex cognitive process involving attention, interpretation, and meaning construction. Despite its importance, many EFL learners struggle to understand authentic spoken English due to rapid speech, unfamiliar vocabulary, and limited exposure outside the classroom. Such challenges are particularly evident in situations where English is used primarily as a foreign language.

Listening comprehension is particularly important in EFL classrooms because it serves as the primary source of language input (Istiqamah, 2023). Through listening activities, students are exposed to pronunciation, vocabulary, grammatical patterns, and structures that may not always be encountered

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through written texts. In classroom settings, successful listening comprehension enables students to participate more actively in communication activities and supports the development of other language skills such as speaking, reading, and writing. Therefore, strengthening listening ability is one of the key objectives of English language instruction.

In response to these challenges, educators have increasingly integrated multimedia resources into language instruction. One approach that has gained attention is the use of subtitles in audiovisual materials. Subtitles provide written representations of spoken language, allowing learners to process auditory and visual input simultaneously. Prior studies have generally stated positive effects of subtitles on listening comprehension (Haider & Al-Salman, 2022; Luque & Campbell, 2020; Mustofa & Sari, 2020). These studies suggest that subtitles can enhance vocabulary recognition, facilitate comprehension of fast speech, and support form–meaning connections.

However, findings across studies are not entirely consistent. For example, Alabsi (2020) noted that the effectiveness of subtitles in improving EFL listening comprehension remains inconclusive, as outcomes may vary depending on learner proficiency, subtitle type, and instructional context. In addition, several studies have focused on university students or general secondary school populations, while relatively few have examined vocational high school students. This is a notable limitation, as vocational learners often have distinct educational goals and may experience different levels of exposure to English compared to students in academic-track schools.

Recent research has also explored the broader benefits of subtitles in vocabulary acquisition and contextual learning (Khasanah et al., 2024; Li, 2024), indicating that subtitles may contribute not only to listening comprehension but also to lexical development. In Indonesia, English is taught as a compulsory subject not only in general senior high schools but also in vocational high schools. However, vocational high school students often have different learning orientations that focus more on practical and communication skills. Nevertheless, limited empirical evidence is available regarding the effectiveness of intralingual (English) subtitles in structured classroom instruction within vocational high school settings.

The rapid growth of digital technology has increased access to audiovisual resources for language learning of audiovisual resources for language learning (Anggraeni et al., 2026). Platforms such as YouTube provide learners with authentic language exposure through a wide variety of videos covering different topics, accents, and communication styles, suggesting that digital resources can support engagement when they are pedagogically integrated (Abdillah & Sueb, 2022). Compared to traditional audio recordings, video materials offer visual cues that may support comprehension by providing contextual information about the speakers, setting, and events presented in the context. As a result, YouTube has become a commonly used resource in many EFL classrooms.

Given these limitations, further investigation is needed to determine whether the integration of English subtitles in YouTube-based listening instruction can significantly affect listening comprehension among vocational high school students. Addressing this gap is particularly important because English proficiency plays a vital role in preparing vocational students for workplace communication and global engagement. Therefore, this study aims to investigate whether the use of English subtitles in YouTube narrative videos significantly affects the listening comprehension of eleventh-grade vocational high school students in Indonesia.

LITERATURE REVIEW

Listening Comprehension in EFL Learning

Listening is widely regarded as a complex and active process in which learners interpret spoken input and construct meaning in real time (Nunan et al., 2013; Rost, 2025). In EFL contexts, listening comprehension is often challenging because learners need to process rapid speech, unfamiliar vocabulary, different accents, and limited contextual cues. These difficulties become more demanding when students have limited exposure to authentic English outside the classroom. Therefore, listening

instruction requires appropriate support that can help learners understand spoken language more effectively.

Listening comprehension involves several cognitive processes that occur simultaneously. Learners must recognize sounds, identify words, understand grammatical structures, and interpret meaning within a limited amount of time. When learners encounter unfamiliar vocabulary or natural speech delivered at a fast rate, their comprehension may be disrupted. For this reason, instructional support is needed to reduce processing difficulties and help students engage more successfully in listening activities.

Subtitles as Instructional Scaffolding

Subtitles, particularly intralingual subtitles, provide written representations of spoken language. They allow learners to process auditory and visual input at the same time. Drawing on the concept of comprehensible input (Krashen, 2020), subtitles may function as scaffolding because they make spoken language more accessible to learners. When students are unable to identify certain words from audio alone, subtitles can help them confirm what they hear and connect spoken forms with written forms.

From a multimedia learning perspective, the combination of audio, text, and visual information may support comprehension and retention. Dual Coding Theory suggests that information processed through verbal and visual channels can strengthen understanding and memory (Sadoski & Paivio, 2013). In this sense, subtitled videos provide multimodal input that may help learners process meaning through more than one channel. Compared with traditional listening materials that rely only on audio, subtitled videos offer additional visual and textual cues that can support comprehension.

In addition to supporting comprehension, subtitles may increase learners' confidence during listening activities (Kurniawan & Anwar, 2024). When learners can verify unfamiliar words through written text, they may experience less anxiety and become more willing to engage with authentic language materials. This supportive role is particularly important in EFL classrooms, where students often have limited opportunities to use English outside formal instruction.

Previous Studies on Subtitles and Listening

A substantial body of research has reported positive effects of subtitles on listening comprehension. Haider and Al-Salman (2022), for example, found that captioned videos improved university students' listening performance and vocabulary recognition. Similarly, Mustofa and Sari (2020) reported that video captions increased students' motivation and listening achievement in classroom instruction. Other studies using streaming platforms and subtitled audiovisual materials have also shown gains in listening comprehension and vocabulary acquisition (Almusharraf et al., 2024). These findings suggest that subtitles can support listening comprehension by reinforcing the relationship between spoken and written language.

However, the literature does not present entirely consistent findings. Metruk (2018), for instance, found no significant difference in listening performance between students who watched films with subtitles and those who watched without subtitles. This indicates that the effectiveness of subtitles may depend on several factors, including learners' proficiency level, subtitle type, instructional design, and learning context. Therefore, subtitles should not be viewed as an automatic solution, but as an instructional tool whose effectiveness depends on how they are integrated into classroom activities.

Types of Subtitles in Language Learning

Another important factor in subtitle-supported learning is the type of subtitle used. Researchers generally distinguish between interlingual subtitles and intralingual subtitles. Interlingual subtitles provide translations in learners' first language, while intralingual subtitles present written text in the same language as the audio. Although interlingual subtitles may help learners understand the general meaning more quickly, intralingual subtitles are often considered more useful for language

development because they encourage learners to connect spoken and written forms within the target language (Arbain & Santoso, 2023).

In the context of English language learning, intralingual subtitles may help students notice pronunciation, vocabulary, spelling, and sentence patterns. This is especially relevant for listening instruction because students often struggle to recognize spoken words that they may already know in written form. By providing simultaneous audio and written input, intralingual subtitles can help students develop stronger form–meaning connections.

YouTube Narrative Videos in Vocational EFL Contexts

The increasing availability of online video platforms has made audiovisual materials more accessible for language teaching. YouTube, in particular, provides learners with various types of authentic and semi-authentic English input, including narrative videos, educational clips, and storytelling content. In listening instruction, narrative videos may be especially useful because they usually contain clear storylines, characters, settings, and sequences of events. These features can help students follow the content more easily while practicing listening comprehension.

Although subtitles have been examined in various educational settings, including English for Specific Purposes contexts (Luque & Campbell, 2020), empirical research focusing specifically on vocational high school students remains limited. This gap is important because vocational learners often have different learning orientations from students in general academic tracks. They may need English for practical communication, workplace preparation, and future professional contexts. At the same time, they may have limited exposure to English outside the classroom, making listening comprehension more challenging.

Furthermore, while many studies have investigated subtitles in films or streaming platforms, fewer studies have examined the use of English subtitles in YouTube-based listening instruction within structured classroom settings. This limitation suggests the need for further empirical investigation, particularly in Indonesian vocational high schools.

METHODS

Design

The present study employed a quantitative quasi-experimental design with pre-test and post-test measures and a control group. A quasi-experimental design is appropriate when random assignment is not feasible (Creswell & Creswell, 2023). This design was selected because the researcher used intact classroom groups in a public school setting. The quasi-experimental design was considered appropriate because it allowed the researchers to compare two existing groups under authentic classroom conditions. Since the participants were already organized into intact classes by the school administration, random assignment was not possible. Nevertheless, both groups received the same instructional content and learning duration. The difference was only in the presence or absence of English subtitles.

Participants

The participants of this research consisted of students in the eleventh grade at a public vocational high school located in East Java, majoring in Industrial Chemistry. Two intact classes were selected as the study sample: 25 students in the experimental group and 25 students in the control group. The selection was based on school accessibility and administrative approval. Based on preliminary classroom observation, the school was considered one of the leading vocational institutions in the area. The students were also had relatively similar English proficiency levels.

As shown in Table 1, the result of Levene's Test based on the mean showed a significance value of 0.361, which is higher than 0.05 ($p > 0.05$). This indicates that there was no significant difference in variances between the experimental and control groups. In other words, the data were homogeneous. Therefore, the assumption of homogeneity of variance was fulfilled.

Table 1. *The result of homogeneity test*

		Levene Statistic	df1	df2	Sig.
Post-test	Based on Mean	.849	1	48	.361
	Based on Median	1.468	1	48	.232
	Based on Median and with adjusted df	1.468	1	47.309	.232
	Based on trimmed mean	.855	1	48	.360

Instruments

The main tool employed for data collection in this study was a listening comprehension test which served as both a pre-test and a post-test. The test contained of 25 multiple-choice items designed to measure students' comprehension of narrative texts presented through video. The items assessed students' understanding of general ideas, specific details, and referential meaning. To establish the validity of this instrument, the test items were reviewed and validated by an academic expert to determine their alignment with instructional objectives and listening indicators. The listening materials itself were selected from YouTube and had a duration of approximately 2–5 minutes. The videos were appropriate to the students' proficiency level and contained clear narrative structures.

The listening tests were designed based on common listening indicators taught in vocational high schools. The questions focused on students' ability to identify main ideas, find detailed information, and understand referential meaning in narrative texts. These indicators were chosen because they are important aspects of listening comprehension and help measure students' understanding of the spoken text.

Data Collection

Data were collected over six meetings during regular English class sessions. The procedure consisted of three stages. First, a pre-test was administered to both the experimental and control groups to measure their initial listening comprehension ability. The test was conducted without subtitles. Second, the treatment was implemented over three sessions. The experimental group watched YouTube narrative videos accompanied by English subtitles, while the control group watched the same videos without subtitles. Each session included a vocabulary preview, video viewing for approximately two to five minutes, and listening comprehension tasks. Third, a post-test was administered to both groups to measure the effect of the treatment. The post-test used a comparable listening comprehension test and was also conducted without subtitles. To ensure procedural consistency, both groups received the same materials, learning duration, and instructional procedures. The only difference between the two groups was the presence of English subtitles in the experimental group.

Data Analysis

The analysis of the data gathered from both the pre-test and post-test was carried out using SPSS version 27. Initial analysis involved descriptive statistics to compute the mean scores and standard deviations for both the experimental and control groups. Before conducting inferential analysis, the study ensured that the underlying assumptions for parametric testing were met. The normality of the data distribution was examined using Shapiro Wilk test as presented in the Table 2 below

Table 2. *The result of normality test*

		Shapiro-Wilk		
	Class	Statistic	df	Sig.
Score	Pre-test Control	.969	25	.631
	Post-test Control	.970	25	.644

Pre-test Experimental	.946	25	.201
Post-test Experimental	.896	25	.015

As shown in Table 2, the significance values for the pre-test and post-test scores of the control group, as well as the pre-test scores of the experimental group were greater than 0.05, signifying the normal distribution of the students' pre-test and post-test scores. Therefore, the researcher continued to calculate the data using parametric test. To evaluate the progress withing each group, paired sample t-test were applied, to compare the mean score of the pre-test and post-test for both experimental and control group. Furthermore, an independent sample t-test was utilized to compare the post-test results between two groups, determining whether the difference in their performance was statistically significant. And last, an effect size calculation was performed to see how big the impact from the use of English subtitles

Ethics

Before conducting the research, all participating students were clearly informed about the purpose of the research. They were assured that their participation and performance in the study would have no bearing on their formal academic grades. Additionally, to protect their privacy, all collected data were treated with strict confidentiality, and student identities were anonymized.

FINDINGS

Descriptive Statistics of Pre-test and Post-test Scores

The descriptive statistics were analyzed to examine the distribution of students' listening scores in both the experimental and control groups before and after the treatment. The summary of the pre-test and post-test results is presented in Table 3.

Table 3. *Descriptive Statistics of Pre-test and Post-test Scores*

Class	N	Min	Max	Mean	Std. Deviation
Pre-test Control	25	44	96	66.24	13.715
Post-test Control	25	44	100	68.32	15.184
Pre-test Experimental	25	52	88	70.40	10.328
Post-test Experimental	25	56	100	78.88	12.411

The data presented in Table 3 reveals distinct patterns of progress between the two groups. The experimental class, which was exposed to YouTube narrative videos accompanied by English subtitles, demonstrated a substantial increase in their listening scores. Their mean score rose from 70.40 during the initial assessment to 78.88 after the intervention, marking a gain 8.48 points. By contrast, the control class, which viewed the same video content but without any subtitles support, exhibit a slighter difference with their mean score increasing from 66.24 to 68.32 which gain only 2.08 points.

Although the experimental group already had a slightly higher mean score at the pre-test stage, the difference between groups was not significant. More importantly, the experimental group showed considerably higher post-test scores than the control group. The relatively moderate standard deviation in the experimental post-test (SD = 12.411) suggests that the effect occurred across students rather than being limited to a small number of high achievers. Overall, the descriptive findings indicate a positive trend supporting the effectiveness of subtitles in enhancing students' listening comprehension.

Independent Sample t-Test

To ensure whether the observed difference in post-test performance was statistically impactful, the researchers conducted an independent sample t-test in order to determine whether the difference between experimental and control group was statistically significant. The results as presented below in Table 4.

Table 4. *Independent Sample t-Test Result for Post-test Scores*

Test	Sig.	t	df	p	Mean difference
Post-test	.361	-2.692	48	0.010	-10.560

The results of the independent sample t-test yielded a two-tailed significance value of 0.010 which falls below the predetermined alpha level of 0.05. This finding indicates that the difference in listening performance between the experimental and control groups was statistically significant. The mean difference of -10.560 demonstrates that the experimental group outperformed the control group by more than ten points on average.

In light of this evidence, the null hypothesis which stated that there is no significant difference in listening ability between students taught with English subtitles and those taught without English subtitles was rejected. Therefore, the alternative hypothesis was accepted. These results confirm that the integration of English subtitles in YouTube narrative videos significantly affected students' listening ability

Effect Size Analysis

In addition to statistical significance, the magnitude of the treatment effect was examined using effect size analysis. The effect size was calculated using the following formula:

$$\begin{aligned} \text{Effect size} &= \frac{t^2}{t^2 + (N_1 + N_2 - 2)} \\ &= \frac{-2.692^2}{-2.692^2 + (25 + 25 - 2)} \\ &= \frac{7.25}{7.25 + 48} = 0.131 \end{aligned}$$

The calculated effect size was 0.131. However, the manuscript should specify the effect size formula and interpretation criteria because different indices have different thresholds. Although not categorized as large, this result indicates that subtitles contributed a meaningful proportion of variance in students' listening performance. Therefore, the treatment was not only statistically significant but also practically relevant in classroom settings.

Paired Sample t-Test

To further examine the impact of subtitles within the experimental group, a paired sample t-test was conducted by comparing students' listening performance when learning without subtitles and with subtitles. The results are presented in Table 5.

Table 5. *Paired Sample t-Test Result*

	Mean	t	df	Sig. (2-tailed)
Without subtitles	.880	.359	24	.723
With subtitles	-8.480	-2.882	24	.008

The results revealed that when students learned without subtitles, there was no statistically significant difference between pre-test and post-test scores (Sig. = 0.723, $p > 0.05$). This finding suggests that watching videos without textual support did not have a significant positive effect on students' listening comprehension. In contrast, when students learned using videos with English subtitles, a statistically significant affect was observed (Sig. = 0.008, $p < 0.05$). The negative mean difference indicates a substantial increase in post-test scores compared to pre-test scores. This contrast clearly demonstrates that the presence of subtitles played a crucial role in facilitating listening comprehension. Exposure to video content alone was insufficient to produce measurable effect; rather,

the integration of subtitles functioned as scaffolding that supported students in processing spoken input more effectively.

DISCUSSION

The findings of this study provide empirical evidence that use of English subtitles in YouTube videos significantly affected students' listening comprehension. The significant difference between the experimental and control groups, supported by a moderate effect size, suggests that subtitles contributed to better listening performance. Nevertheless, the moderate effect size indicated that subtitles were not the only factor influencing students' achievement. Listening comprehension is a complex skill that may also be affected by learners' vocabulary knowledge, familiarity with the topic, and previous exposure to English. Therefore, subtitles should be considered as a supportive tool that can facilitate listening comprehension when combined with appropriate instructional practices.

From a theoretical perspective, the findings can be explained through Input Hypothesis theory by Krashen (2020), which emphasizes the importance of comprehensible input in second language acquisition. Subtitles provide written support that makes spoken language more accessible, particularly when learners encounter rapid speech or unfamiliar vocabulary. By reducing ambiguity in auditory input, subtitles help learners maintain comprehension and prevent cognitive overload.

The findings also indicate that subtitles can help students allocate their attention more effectively during listening activities (Anggraeni et al., 2026). Instead of focusing exclusively on decoding spoken words, students can use subtitles as supplementary support to confirm meaning and maintain comprehension. This additional support can be particularly beneficial for vocational high school students who are still developing their listening proficiency and are not yet fully accustomed to authentic English speech.

The results are also consistent with the Dual Coding Theory by Sadoski and Paivio (2013), which proposes that information processed through both verbal and visual inputs is more likely to be retained. When students watch subtitled videos, they simultaneously process spoken language and written text, reinforcing form-meaning connections. This multimodal reinforcement strengthens vocabulary recognition and affects overall comprehension. Besides that, subtitles can contribute to vocabulary development by repeatedly exposing learners to the written forms of words while simultaneously presenting their pronunciation. Through repeated encounters, students are more likely to recognize vocabulary items in future listening situations. This process can be the reason why students in the experimental group were able to achieve higher listening scores after the treatment period.

Furthermore, the findings align with the concept of Reading While Listening (RWL) discussed by Renandya and Widodo (2016), which highlights the benefits of integrating listening and reading processes. Subtitle-supported viewing enables learners to confirm what they hear through written input, thereby improving phonological awareness and lexical acquisition. Compared to listening-only instruction, dual input allows students to verify perception and reduce misunderstanding.

From a pedagogical perspective, the results suggest that teachers should consider incorporating subtitle-supported videos into regular listening instruction class. Such materials can be implemented with relatively little cost because many educational videos available on YouTube already provide subtitle features. Consequently, subtitle-supported instruction represents a practical approach that can be adopted by schools with varying levels of technological resources.

Although previous studies have reported mixed findings regarding subtitle effectiveness (Alabsi, 2020), the present study demonstrates that subtitles significantly affect listening comprehension when implemented systematically within classroom instruction. The moderate effect size suggests that subtitles have practical pedagogical value, particularly for learners who may struggle with purely auditory input.

The present findings are generally consistent with previous studies that reported positive effects on listening comprehension (Almusharraf et al., 2024; Haider & Al-Salman, 2022). Although

differences in participants, learning environments, and instructional procedures exist across studies, the overall pattern suggests that subtitles can function as an effective instructional scaffold for EFL learners. The current study extends this evidence by demonstrating similar effects among Indonesian vocational high school students.

Another point that should be considered is the use of narrative videos as the listening materials in this study. Narrative videos usually have clear storylines, characters, and sequences of events, making them easier for students to follow. When subtitles were added, students could understand the story more easily because they received information from both audio and text. This helped them identify the main ideas, understand detailed information, and follow the events in the story. Since narratives texts are also commonly taught in Indonesian schools, students were already familiar with this type of text. Therefore the combination of narrative videos and English subtitles may have helped students understand the listening materials more effectively.

The findings also show the importance of providing support when using authentic English materials. Videos from YouTube expose students to real-life English, including natural pronunciation, intonation, and speaking speed. However, authentic materials can be difficult for EFL learners, especially learners who have limited listening ability. Without supports, students may struggle to understand the content. In this study, subtitles helped students follow the videos more easily by providing written forms of the spoken language. As a result, students were better able to understand the message of the videos. This suggests that subtitles can be used as a simple but effective support tool when teachers use authentic audiovisual materials in the classroom.

Another finding showed that the control group did not show a significant difference after the treatment. Although the students watched the same videos as the experimental group, the students in control group did not receive subtitles support. As a result, some students still have experienced difficulties in understanding unfamiliar vocabulary, identifying important details, and following the content of the videos. On the other hand, students in the experimental group were able to use subtitles to confirm what they heard and connect spoken words with written forms. This difference may explain why the experimental group achieved better listening results than the control group. Therefore, the findings suggest that subtitles played an important role in helping students understand the listening materials.

The findings of this study also have several implication for English teaching in vocational high schools. Teachers may consider using subtitles videos as a part of their regular listening activities because they can make listening materials easier to understand. This is particularly useful for students who have limited exposure to English outside the classroom. In addition, YouTube videos are widely available, easy to access, and can be selected based on students' needs and interests. By using videos with English subtitles, teachers can provide students with authentic language input while still giving them enough support to understand the content. This approach may also encourage students to watch English videos independently outside the classroom and increase their exposure to the language.

Overall, the results confirm that subtitle-supported video instruction is more effective than conventional listening instruction without subtitles. These findings contribute to research on multimedia-assisted language learning and provide empirical support for incorporating intralingual subtitles into EFL listening classrooms.

CONCLUSION

This research aimed to investigate whether the use of English subtitles in YouTube narrative videos significantly affects the listening comprehension of eleventh-grade vocational high school students. Based on the statistical analysis, the findings revealed a significant difference between students who learned with subtitles and those who learned without subtitles. The experimental group demonstrated a significant difference in post-test scores compared to the control group, and the moderate effect size further indicates that the treatment had meaningful pedagogical impact.

The within-group analysis also showed that learning through videos without subtitles did not produce significant effect, whereas subtitle-supported instruction led to statistically significant gains. These findings suggest that subtitles play a crucial role in facilitating listening comprehension by providing visual reinforcement of spoken language and supporting learners in processing auditory input more effectively. In addition, the findings imply that audiovisual materials can be optimized when accompanied by appropriate instructional support for example with the teachers. Rather than relying solely on exposure to video content, teachers may enhance learning outcomes by integrating subtitles that assist students in connecting spoken and written language forms. This approach can help students engage more actively with authentic English materials and reduce difficulties associated with listening comprehension.

Furthermore, the findings indicate that subtitles can serve as a form of instructional scaffolding that assists learners in understanding spoken language more effectively. By providing written support alongside audio input, subtitles help students follow content more easily, especially when they encounter unfamiliar vocabulary, different accents, or rapid speech. Thus, make student are able to be more focus on understanding the meaning of the message rather that spending extra effort to decode words by words.

Overall, this study confirms that integrating intralingual subtitles in video-based instruction is an effective strategy for improving listening ability, particularly in vocational high school contexts where students may have limited exposure to authentic English input. The findings suggest that subtitles can serve as a meaningful instructional support that helps students connect spoken and written forms of language.

In practical terms, the results of this study may provide useful insights for English teachers, especially those working in vocational high schools. Since videos using subtitles are widely available through platforms such as YouTube, they can be incorporated into classrooms activities with minimal cost and preparation. Future studies are encouraged to involve a larger number of participants, different educational contexts, and various types of video materials in order to obtain a broader understanding of the role of subtitles in EFL learning. Further research may also compare different subtitle types, such as intralingual and interlingual subtitles. Therefore, the integration of English subtitles can be considered a promising instructional strategy for supporting listening comprehension in EFL classrooms.

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