JOURNAL OF ENGLISH LANGUAGE PEDAGOGY

Vol. 11, No. 2, July 2026, pp. 240-253

INTEGRATING SUBTITLED YOUTUBE VIDEOS AND READING WORKSHEETS TO IMPROVE EFL STUDENTS' VOCABULARY MASTERY AND READING COMPREHENSION

Hanum Setyaningrum[1], Ririn Ambarini[2], Siti Nur'Aini[3]

[1]Universitas Persatuan Guru Republik Indonesia Semarang
Email : hanum.setyaningrum44@email.com
[2]Universitas Persatuan Guru Republik Indonesia Semarang
Email : ririnambarini@upgris.ac.id.
[3]Universitas Persatuan Guru Republik Indonesia Semarang
Email : sitinuraini@upgris.ac.id

ABSTRACT

This study aims to investigate the effectiveness of integrating subtitled YouTube videos with reading worksheets to enhance vocabulary mastery and reading comprehension among 10th-grade senior high school students in the EFL context. The primary research problems addressed include students' limited vocabulary hindering text comprehension and the suboptimal impact of standalone videos without supplementary activities. Employing a quantitative pre-experimental design with a single-group pretest and posttest, the research involved 35 students from class 10 at MA Darut Taqwa Semarang. Interventions spanned five sessions using validated reading worksheets (initially 21 valid items with Cronbach's α = 0.903), analyzed via the Wilcoxon signed-rank test due to non-normal data distribution. The findings show that the integration of subtitled videos and worksheets significantly improved students' vocabulary and reading performance. This indicates that multimodal learning more effective than video alone in supporting comprehension, retention, and engagement. In conclusion, the integration offers a cost-effective, adaptable model for EFL instruction in resource-limited madrasahs, with implications for digital curriculum development.

Keyword: *YouTube subtitled videos, reading worksheets, vocabulary mastery, reading comprehension, EFL learners*

INTRODUCTION

English reading comprehension and vocabulary mastery are important skills for senior high school students. These skills are important to students' ability to understand texts, which is necessary to their overall English proficiency (Hameed & Ali, 2022). Vocabulary mastery plays an important role in reading comprehension because it allows learners to hold the meanings of the texts, making it easier to understand complex ideas and information. As defined by Mukhtar et al. (2023), there is a strong positive correlation between vocabulary

knowledge and reading comprehension, indicating that students with larger vocabularies tend to comprehend texts more effectively. However, many students struggle to comprehend texts with limited vocabulary (Budianto et al., 2025; Rosyada-AS & Apoko, 2023). This problem highlights the need for effective strategies to develop vocabulary and reading comprehension among senior high school students.

In today's digital era, students regularly use videos as a learning resource, specifically for language learning. YouTube is a popular platform that offers numerous videos with subtitles, which can help students better understand the language (Pangestu et al., 2024). Using YouTube videos with subtitles as a learning medium is an ingenious way to support language skill development (Mundhiyanti et al., 2023), especially reading comprehension. Videos provide visual and auditory stimuli that allow students to know how the language context is more authentic and engaging (Mardianti & Eliza, 2022; Pasqualotto et al., 2023). Students can listen to help other students understand the context (Hafizhah Husniyah et al., 2026), making it easier for students to acquire new information from what they already know. However, watching videos alone is not always enough to improve students' vocabulary and reading skills without the support of follow-up activities; the learning potential of videos can be less than optimal (Klicheva, 2025).

This study addresses a gap in prior research by integrating subtitled YouTube videos with reading worksheets that enable students not only to watch and listen but also to practice reading and learn new words. Tomlinson (2023) argues that integration should be designed to promote richer communicative use, while Bilgin et al. (2022) highlight the value of meaningful tasks that resemble real-life situations. Previous studies have explored integrated bilingual and inquiry-based models for vocabulary and grammar development; however, limited studies have specifically integrated subtitled YouTube videos with structured reading worksheets for senior high school EFL learners. Connecting subtitled videos with reading worksheets supports three types of reinforcement simultaneously: visual, auditory, and textual (Mayer, 2002; Paivio, 1990; Rahmawati et al., 2022). This multimodal approach (Rohi & Nurhayati, 2024; Yi et al., 2024; Sumardiyani & Ambarini, 2025) is thought to improve learning effectiveness by allowing students to process information over multiple sensory channels simultaneously. This is relevant to cognitive learning theory (Mayer, 2021), which emphasizes the importance of repeated exposure and reinforcement of information across various formats to enhance retention and comprehension (Teng & Xu, 2025). Furthermore, this method can accommodate differences in student learning styles (Xi & Lantolf, 2021; Van

De Pol et al., 2018) and increase learning motivation through a variety of media. This also aligns with recent studies on inclusive bilingual learning environments (Utami et al., 2026) that emphasize adaptive multimodal instruction for diverse learners, including students with special educational needs.

The purpose of this study is to investigate the effectiveness of integrating subtitled YouTube videos and reading worksheets in improving students' vocabulary and reading skills. The results are expected to yield practical contributions to the development of more effective and engaging language-learning models in the digital age. The Research questions are asked in line with the main objective of the study as follows:

1. To what extend does YouTube subtitled videos enhance students' vocabulary mastery?
2. How does the integration of a reading worksheet improve students' reading skills?

METHOD

This study was designed to investigate the effectiveness of integrating subtitled YouTube videos and reading worksheets in improving students' vocabulary and reading skills. So, this study used a quantitative pre-experimental design with a single-group pretest and posttest. Because the study used only one group, no control group was included, so the design is suitable for preliminary classroom-based investigation but has limited internal validity. Five meetings were conducted.

The participants were 35 tenth-grade students from MA Darut Taqwa Semarang. The sample was selected using a convenience sampling, meaning the students were chosen based on availability and access during the research period rather than random selection. This sampling technique was used because the study was conducted in a real classroom setting with an intact class.

This research was conducted from February 1, 2026 to April 30, 2026. The research population was the MA Darut Taqwa Semarang class 10, and the sample was not selected randomly, only based on the availability of subjects, with a total number of participants of 35.

Regarding the research instrument, this study used a pretest using a reading worksheet without a subtitled YouTube video, then used subtitled YouTube videos and reading worksheets for practice as treatment, and for the posttest, used a reading worksheet integrated with watching YouTube videos with subtitles. The intervention used four YouTube videos with subtitles containing the following details: Borobudur Temple, Cristiano Ronaldo, Kuta Beach, and Malioboro Street, each two to three minutes long. The videos were selected

because their topics align with the lesson content, their language level is appropriate for the students, and their subtitles support vocabulary and reading comprehension. The reading worksheet contains vocabulary and reading comprehension. The primary instrument used was a reading worksheet for vocabulary and reading comprehension assessment. The worksheet for pretest and posttest contained 48 items in the original draft, including true/false, yes/no, multiple-choice, fill-in-the-blank, and matching items. The worksheet was adopted from Nurafni (2025) and used as a reference for the instrument in this study as pretest and posttest material after being revised based on item validity.

The instrument was piloted on 25 participants. Item validity was examined using Pearson item-total correlation, and only items with correlation values above the r-table value of 0.396 and significance below 0.05 were retained. Validity and reliability tests have been conducted on the instrument. 27 items were removed because their item-total correlations were below the acceptable threshold or their significance values were above 0.05. Therefore, a repeat validity test was conducted by eliminating several invalid questions. After invalid items were removed, 21 items remained valid, and the final instrument showed Cronbach's alpha = 0.903, indicating high reliability. The following are the results for validity and reliability:

Table 1: Validity Test

Item	Pearson Correlation	Sig. (2-tailed)	Description
S2	0,405	0,045	Valid
S6	0,546	0,005	Valid
S8	0,475	0,016	Valid
S14	0,412	0,041	Valid
S22	0,427	0,033	Valid
S27	0,547	0,005	Valid
S31	0,460	0,021	Valid
S33	0,433	0,030	Valid
S34	0,589	0,002	Valid
S35	0,650	0,000	Valid
S36	0,751	0,000	Valid
S37	0,665	0,000	Valid
S38	0,508	0,009	Valid
S39	0,658	0,000	Valid
S40	0,571	0,003	Valid
S42	0,751	0,000	Valid
S43	0,670	0,000	Valid
S44	0,456	0,022	Valid

S45	0,492	0,012	Valid
S46	0,798	0,000	Valid
S48	0,692	0,000	Valid

Based on the item-total correlation table in the total column, the validity test can be seen from: The calculated r (Pearson Correlation) is compared to the table r or by seeing Sig. < 0.05. Because N = 25, df = N – 2 = 23, then the table r ≈ 0.396 (5% significance level). The item was considered valid if the Pearson Correlation value was higher than the r-table value (0.396) and the significance value was lower than 0.05

Table 2: Reliability Test

Cronbach's Alpha	N of Items
.903	21

Table 2 shows the Cronbach's Alpha reliability test results, which showed a value of 0.903 for 21 items. This value is greater than 0.70, indicating that the instrument is reliable and can be used for data analysis. Subsequently, pretests and posttests were administered. The pretest was conducted to assess reading comprehension and vocabulary skills before the treatment. While the posttest was used to measure reading comprehension and vocabulary skills after treatment.

The data collection procedure consist of three steps that are pretest, treatment, and posttest. The research procedure began with a pretest, in which students answered a vocabulary and reading comprehension worksheet without subtitled YouTube support to measure their initial ability. After the pretest, students were given treatment. The treatment included watching subtitled YouTube videos, completing vocabulary and reading worksheets, discussing meanings, and practicing reading comprehension. This treatment was conducted in three sessions. Following the treatment, students took a posttest to assess gains in vocabulary and reading comprehension using the same validated worksheet format to measure improvement after the intervention. Subsequently explains the steps in the data collection procedure in the form of a flow chart diagram:

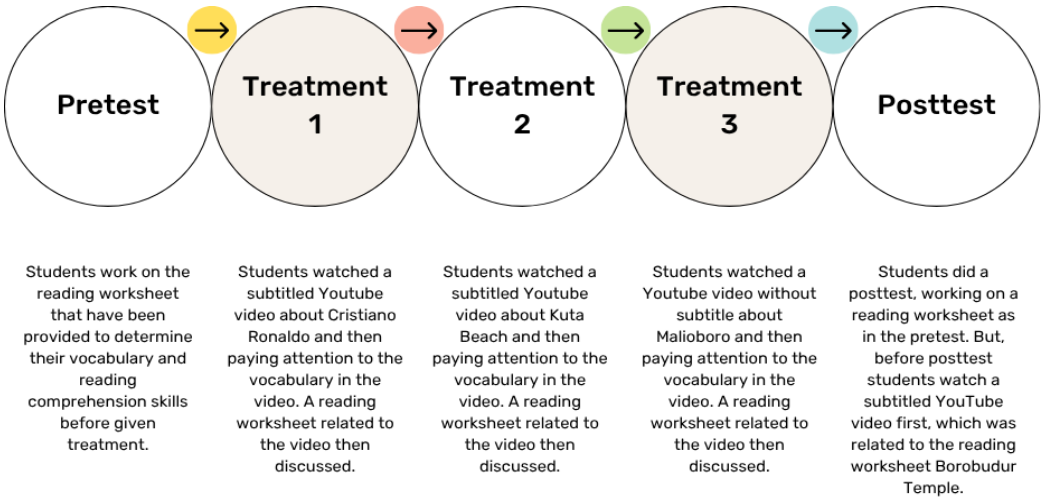

Figure 1: Flow chart procedures

To answer research questions 1 and 2, this study used inferential statistics to assess whether the intervention produced a significant difference. Here are some of the analysis methods: 1) Calculating the mean pretest and posttest scores for vocabulary and reading comprehension; 2) Normality was tested using Shapiro-Wilk, and because the data were not normally distributed according to the Shapiro-Wilk test; 3) The Wilcoxon signed-rank test was used instead of the paired t-test as this nonparametric test is more appropriate when the assumption of normality is violated. This is to commpare vocabulary mastery scores before and after the YouTube subtitle video intervention. Also to see whether the integration between YouTube subtitle videos and reading worksheets can improve students' reading comprehension.

This study was conducted after obtaining permission from the school administration of MA Darut Taqwa Semarang. Before carrying out the treatment and data collection, the participants were informed about the purpose of the study, the procedures, and their rights to participate voluntarily. Confidentiality of the students' identities and responses was maintained throughout the research, and the data were used only for academic purposes. Because the participants were senior high school students, the researcher also ensured that the research procedures were appropriate for their age and classroom context.

FINDINGS AND DISCUSSION

This section presents the findings and discussion of the study, which is designed to examine the effectiveness of integrating subtitled YouTube videos and reading worksheets in improving students' vocabulary mastery and reading skills among senior high school EFL learners. The section explained two main purposes: first, to present the quantitative results

obtained from the pretest and posttest; and second, to interpret these results critically by relating them to the relevant theoretical and empirical foundations, which is in line with the research questions formulated in this study. The following research questions are: (1) To what extend does YouTube subtitled videos enhance students' vocabulary mastery? and (2) How does the integration of a reading worksheet improve students' reading skills?. Following the convention in quantitative research reporting, the findings are presented before the discussion.

Findings

The findings provides the statistical outcomes of the data analysis, including descriptive statistics, normality testing, and Wilcoxon signed-rank test results.

Calculating the mean pre-test and post-test scores for vocabulary and reading comprehension

After obtaining the pretest and posttest results, the following are the means of the pretest and posttest scores for vocabulary and reading comprehension.

Table 3: Results of the Mean Pre-test and Post-test Scores for Vocabulary and Reading Comprehension

	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary pretest	35	0	100	55.60	35.608
Vocabulary posttest	35	20	100	80.97	20.880
Reading pretest	35	25	100	73.69	19.279
Reading posttest	35	50	100	89.49	15.401
Valid N (listwise)	35				

Based on Table 3, the mean vocabulary scores of 35 students increased from 55.60 on the pretest to 80.97 on the posttest. In addition, the mean reading comprehension scores on the pretest range from 73.69 to 89.49. This indicates that students' performance improved after the treatment.

Normality test

Before testing the hypothesis and answering the research question, this study conducted a normality test to assess whether the data were normally distributed. If the data were normally distributed, analysis using a paired t-test could be conducted. But if the data weren’t

normally distributed, using a nonparametric test with the Wilcoxon test, for analysis. The following are the results of the normality test:

Table 4: The Result of the Normality Test of Vocabulary and Reading Pretest and Posttest

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Vocabulary pretest	.197	35	.001	.856	35	.000
Vocabulary posttest	.181	35	.005	.854	35	.000
Reading pretest	.184	35	.004	.925	35	.020
Reading posttest	.324	35	.000	.712	35	.000

The normality test using Shapiro-Wilk (because n = 35) with the rule sig. > 0.05 then the data is normally distributed. Based on Table 4, the sig. value of vocabulary pretest 0.000, vocabulary posttest 0.000, reading pretest 0.020, reading posttest 0.000, because all sig. values < 0.05, then all data are not normally distributed. Because all the data was not normally distributed and the paired t-test could not be carried out, a non-parametric test was carried out using the Wilcoxon.

Table 5: Result of the Wilcoxon Signed Ranks Test

		N	Mean Rank	Sum of Ranks
Vocabulary posttest – Vocabulary pretest	Negative Ranks	1[a]	14.00	14.00
	Positive Ranks	28[b]	15.04	421.00
	Ties	6[c]		
	Total	35		
Reading posttest – Reading pretest	Negative Ranks	3[d]	5.50	16.50
	Positive Ranks	25[e]	15.58	389.50
	Ties	7[f]		
	Total	35		

Table 6: The result of the Wilcoxon Test Statistics

	Vocabulary posttest– Vocabulary pretest	Reading posttest– Reading pretest
Z	-4.407[b]	-4.311[b]
Asymp. Sig. (2-tailed)	.000	.000

Vocabulary mastery

The result of vocabulary mastery based on table 5 and 6 there were 28 students whose vocabulary knowledge increased after treatment, significant. 0.000 (<0.05) with Z -4.407. Therefore Wilcoxon signed-rank test indicated a statistically significant improvement in vocabulary mastery after the treatment. The positive ranks outnumbered the negative ranks, showing that most students achieved higher scores after learning through subtitled YouTube

videos and reading worksheets. This suggests that the intervention had a meaningful educational impact, not only a statistical one.

Reading comprehension.

Based on the Wilcoxon analysis in tables 5 and 6, the reading pre-test and post-test, with the rule of sig. 0.000 < 0.05 is significant. In the reading comprehension, sig. 0.000 (<0 .05) with Z -4.311, which also showed a significant differences. Most students improved after the treatment indicating a stronger increase in reading comprehension because 25 students increased out of 35 students. This is indicate that the combined use of videos with subtitles and worksheets effectively supported reading development. These findings suggest that the intervention helped students process text more successfully and apply what they learned in a guided format.

Practical significant

The study results demonstrate practical value for classroom instruction, as the intervention improved both target skills in the same group of students. The reduction in score variability after the treatment also suggests that the activity may have helped low-achieving students improve their skills, which is important in mixed-ability EFL classrooms. Overall, the findings suggest that the treatment of integrating videos with subtitles and reading worksheets can produce statistically reliable and pedagogically relevant learning gains.

Discussion

Based on the findings from this study shows that there is a significant improvement in both vocabulary mastery also reading comprehension among senior high school EFL students after by given treatment, the integration of subtitled YouTube videos and reading worksheets. These results demonstrate consistent improvement using a multimodal approach. The results also are not important only because they were statistically significant, but because they suggest a learning process in which multimodal input, guided practice, and repeated retrieval worked together to support language development. This means the intervention was effective not merely as a medium, but as a structured instructional sequence that aligns with more recent multimodal studies that show reading comprehension improves when learners are exposed to text, visuals, audio, and guided tasks in a combined format (Daulay & Utami Dewi, 2025). In this sense, the present study extends earlier findings because it does not rely

on subtitles alone, but combines video input with worksheet-based reinforcement (Taka, 2021).

The vocabulary improvement can be explained by contextualized exposure and repeated processing. Video with subtitles provide students simultaneous visual, auditory, and textual input, which helped them to connect word forms, sounds, and meanings more easily than through separated memorization, this is in line with Mayer's (2002). The worksheets then strengthened retention by requiring learners to recall and apply vocabulary after viewing, which likely moved knowledge from short-term recognition toward more durable lexical memory. It also supports the broader evidence in the Introduction that vocabulary development is closely tied to reading exposure and language-rich input (Alias et al., 2025). In this sense, the intervention supported vocabulary growth through dual coding, retrieval practice, and repeated contextual exposure.

The reading gains can be explained through schema activation and scaffolding. The videos likely helped students build background knowledge and mental representation before they completed the worksheet tasks, which made comprehension easier that align with Paivio's (1990). The worksheets then served as temporary support by directing attention to key vocabulary, meanings, and text information, which is consistent with scaffolding theory. This shows that the treatment worked because it moved students from assisted understanding to more independent comprehension, rather than simply exposing them to reading material.

Learner engagement also seems to have contributed to the gains. YouTube videos are more engaging than text-only materials because they combine movement, sound, and authentic language use, while subtitles help students stay connected to the language input. The worksheets then turned passive viewing into active learning, which likely kept students focused and encouraged participation across sessions. This is important because engagement influences whether learners process input deeply enough to retain it.

The comparison with Pangestu et al. (2024) is meaningful because their study showed that subtitled videos alone could improve vocabulary, but the present study suggests that video input is more effective when followed by structured worksheet practice. The stronger gains in this study may be due to the fact that the worksheets required active recall and deeper processing, not just passive recognition. In other words, the difference in effect size can be understood theoretically: this study added a scaffolding layer that strengthened the connection between exposure and retention. So, the present intervention likely produced larger gains because it offered a more complete learning cycle. Also, the comparison with Pasqualotto et

al. (2023). Their study supports the value of multimedia learning, but a smaller effect size may indicate that multimedia alone is not enough unless it is paired with clear task direction and manageable cognitive load. In the present study, the worksheets narrowed attention to specific vocabulary and comprehension targets, which may have reduced overload and improved retention. Therefore, the stronger outcome here is likely related to the combination of multimedia input and scaffolded practice, not to the video medium by itself.

The study also shows why the intervention was appropriate for learners at this level. The participants were tenth-grade EFL students with limited vocabulary, so they needed concrete support rather than abstract explanation alone. Subtitles reduced the difficulty of decoding spoken language, while worksheets slowed the learning process enough for students to process and consolidate meaning. This is consistent with the idea that scaffolding works best when it matches learners' current ability and gradually supports them toward independence. There are, however, important limitations. The study used only one group, so the results cannot fully rule out other explanations such as test familiarity or outside exposure. The sample was also small and taken by availability, which limits generalization to broader EFL populations. In addition, the treatment was short, so the study cannot confirm whether the gains would last over time. Because the study relied only on test scores, it also does not show how students experienced the intervention or why a few learners improved less than others.

The pedagogical implications are more specific than simply "use YouTube and worksheets". Teachers should design a series of tasks before watching, during watching, and after watching so that input is followed by structured reinforcement. Worksheets should be closely related to the video content and students are required to remember, match, and use vocabulary in context. In schools with limited resources, this approach is practical because it is low-cost, easily adaptable, and easily repeated across lessons. It also helps teachers turn digital media into guided instruction rather than passive entertainment.

Overall, the findings suggest that the intervention worked because it combined multimodal learning, scaffolding, learner engagement, and retrieval-based vocabulary reinforcement in one coherent sequence. The study therefore contributes to the literature by showing that subtitled videos become more effective when they are embedded in structured worksheet-based practice. This is the main reason the results are both theoretically meaningful and pedagogically useful for EFL classrooms.

CONCLUSION AND SUGGESTION

This study can be concluded that the integration of YouTube videos with subtitles and reading worksheets creates a multimodal ecosystem that is empirically superior in improving vocabulary mastery and reading comprehension in 10th-grade students. The result suggests that the two materials work better when used together rather than separately. For teaching, this means videos should be used as part of a structured lesson, not as stand-alone media. Teachers should combine subtitles with guided worksheet activities before, during, and after viewing. Students should review new vocabulary after the lesson to strengthen retention. Future research should involve a larger sample from several schools and use a control group to strengthen generalizability, while longitudinal or mixed-method designs could examine the durability of the gains and explain how students experience the learning process.

REFERENCES

Alias, M., Juhri, M., Juliardi, J., Syahputra, M. R. I., Pratama, I. H., & Subroto, G. (2025). Exploring the role of English reading in enhancing vocabulary. *Langue (Journal of Language and Education)*, *3*(2), 152–157. https://doi.org/10.22437/langue.v3i2.46092

Bilgin, A. A. B., Powell, A., & Richards, D. (2022). Work Integrated Learning in Data Science and a Proposed Assessment Framework. *Statistics Education Research Journal*, *21*(2). https://doi.org/10.52041/SERJ.V21I2.26

Budianto, L., Yuniar, R. F., & Rohmana, W. I. M. (2025). Addressing diverse challenges in teaching reading comprehension: Voices among Indonesian university teachers. *Journal on English as a Foreign Language*, *15*(1), 54–80. https://doi.org/10.23971/jefl.v15i1.9191

Daulay, E., & Utami Dewi. (2025). Reading comprehension through multimodal literacy approach for English education. *ETERNAL (English Teaching Journal)*, *16*(2), 397–404. https://doi.org/10.26877/eternal.v16i2.1910

Hafizhah, H., Acep, B. K., & Totoh, T. A. (2026). Implementing the Listen-read-discuss (Lrd) strategy to enhance junior high school students' reading comprehension. *ELP (Journal of English Language Pedagogy)*, *11*(1), 25–35. https://doi.org/10.36665/elp.v11i1.1141

Hameed, H., & Ali, H. (2022). The importance of the four English language skills: Reading, writing, and listening in teaching Iraqi learners. *Humanitarian & Natural Sciences Journal*, *3*(2), 154–165. https://doi.org/https://doi.org/10.53796/hnsj3210

Klicheva, A. (2025). Benefits and challenges of using authentic text, audio, and video materials to enhance language learning. *International Journal of Artificial Intelligence*, *5*(4), 754–758. http://www.airccse.org/journal/ijaia/ijaia

Mardianti, N., & Eliza, E. (2022). The use of visual media in teaching vocabulary. *Journal Of*

English Language Pedagogy, *7*(2), 52–61. https://doi.org/https://doi.org/10.36665/elp.v7i2.626

Mayer, R. (2021). Cognitive theory of multimedia learning. *The Cambridge Handbook of Multimedia Learning*. https://doi.org/10.1017/cbo9781139547369.005

Mayer, R. E. (2002). Multimedia learning. In *Psychology of Learning and Motivation - Advances in Research and Theory* (Vol. 41). https://doi.org/10.1016/s0079-7421(02)80005-6

Mukhtar, H. P., Ali, Z., & Amal, R. (2023). The importance of vocabulary in reading among EFL learners. *Proceedings of International Conference of Research on Language Education (I-RoLE 2023), 13-14 March, 2023, Noble Resort Hotel Melaka, Malaysia*, *7*, 681–691. https://doi.org/10.15405/epes.23097.61

Mundhiyanti, S., Nur'aini, S., & Nugrahani, D. (2023). The use of picture series to improve students' reading comprehension. *Didaktik: Jurnal Ilmiah PGSD FKIP Universitas Mandiri*, *9*(4). https://doi.org/https://doi.org/10.36989/didaktik.v9i04.1829

Na Stiti Tri Rahmawati, Sumardiyani, L., & Nur'aini, S. (2022). *Using animated film to develop seventh grader's description writing skills*. *9009*, 10–22. https://doi.org/https://doi.org/10.32502/ecj.v9i1.9493

Paivio, A. (1990). Mental representations: A dual coding approach. In *Mental Representations: A Dual Coding Approach*. Oxford university press. https://doi.org/10.1093/acprof:oso/9780195066661.001.0001

Pangestu, B. R., Saragih, E. E., & Redjeki, I. S. (2024). Using English subtitled movies as vocabulary learning media. *Bogor English Student and Teacher(BEST)*, *5*(3), 1–7. https://pkm.uika-bogor.ac.id/index.php/best/article/view/2424

Pasqualotto, A., Parong, J., Green, C. S., & Bavelier, D. (2023). Video game design for learning to learn. *International Journal of Human-Computer Interaction*, *39*(11), 2211–2228. https://doi.org/10.1080/10447318.2022.2110684

Rohi, M. P., & Nurhayati, L. (2024). Multimodal learning strategies in secondary EFL education: Insights from teachers. *Voices of English Language Education Society*, *8*(2), 458–469. https://doi.org/10.29408/veles.v8i2.26546

Rosyada-AS, A., & Apoko, T. W. (2023). Investigating English vocabulary difficulties and its learning strategies of lower secondary school students. *Journal of Languages and Language Teaching*, *11*(3), 489. https://doi.org/10.33394/jollt.v11i3.8404

Sumardiyani, L., & Ambarini, R. (2025). Interactive app-based games for bilingual education: Advancing English proficiency and promoting digital sustainability in physical education. *World Journal of English Language*, *15*(7), 121–133. https://doi.org/10.5430/wjel.v15n7p121

Taka, S. D. (2021). The efficacy of using subtitled video in teaching reading to Indonesian

English as foreign language (EFL) students. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, *9*(2), 452–460. https://doi.org/10.24256/ideas.v9i2.2342

Teng, M., & Xu, J. (2025). Pushing vocabulary knowledge from receptive to productive mastery: Effects of task type and repetition frequency. *Language Teaching Research, 29*(2), 588–606. https://doi.org/10.1177/13621688221077028

Tomlinson, B. (2023). Principled blended learning materials for language acquisition. *Journal of English Language Teaching Innovations and Materials (Jeltim)*. https://doi.org/10.26418/jeltim.v5i1.60159

Utami, H. R., Sumardiyani, L., Ambarini, R., & Ayu, D. (2026). Bilingual language learning in inclusive vocational classrooms : A linguistic perspective on students with special educational needs. *Jurnal Penelitian Multidisplin Bangsa, 2*(11), 1749–1762.

Van De Pol, J., Mercer, N., & Volman, M. (2018). Scaffolding student understanding in small-group work: Students' uptake of teacher support in subsequent small-group interaction. *Journal of the Learning Sciences, 28*, 206–239. https://doi.org/10.1080/10508406.2018.1522258

Xi, J., & Lantolf, J. P. (2021). Scaffolding and the zone of proximal development: A problematic relationship. *Journal for the Theory of Social Behaviour*, *51*(1), 25–48. https://doi.org/10.1111/jtsb.12260

Yi, Q., Dong, Z., & Qiao, H. (2024). Enhancing EFL listening and speaking skills: Strategies and practice for implementing multimedia and multi-modal approaches. *Journal of Humanities, Arts and Social Science*, *8*(9), 2211–2217. https://doi.org/10.26855/jhass.2024.09.032