

# Dubbing Method and Learning Videos for Improving Students' English Speaking

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## ABSTRACT

Many students continue to perceive English as a challenging language to master. Furthermore, they often lack confidence and fear making errors. This study aimed to assess students' English speaking skills following the implementation of the dubbing method and the use of video learning materials. The research employed a pre-post-test experimental design involving a single group. Data collection and analysis methodologies encompass observation, interviews, and documentation. The analysis of data is conducted through categorization and comparison, which includes the following classifications: dissatisfied category (AS), moderate category (F), good category (G), very good category (VG), and excellent category (E). The findings from the pre-test indicated that there were 7 students in the US category, 21 in the F category, 13 in the G category, 3 in the VG category, and none in the E category. In contrast, the post-test results revealed no students in the US category, 6 in the F category, 20 in the G category, 17 in the VG category, and 1 in the E category. The positive impact of employing the dubbing method is evident in the enhancement of students' English speaking abilities. This is supported by the pre-test results, which showed students in the US category, a category that was absent in the post-test results. Additionally, no students were found in the E and AS categories in the post-test. Therefore, the dubbing method proves to be an effective strategy in the educational process for improving students' proficiency in spoken English.

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## 1 INTRODUCTION

The ability to speak in English has always been a need for everyone who wishes to achieve a better job (Hill et al., 2020; Sert & Boynueğri, 2017; Sirivedin et al., 2018). Every year, it causes controversy. Some of the problems that undergraduate graduates encounter when seeking employment include competition with graduates who have higher education and more experience, the suitability of the occupational sector in relation to current job prospects, and limited access to employment opportunities (Chamundeswari, 2013; Davidescu et al., 2020; Shaukat et al., 2019).

Actually, most students still consider English to be a theoretical text that has not been used or practised as a habit in daily activities at universities and society, naturally, this is not solely a fault of the student, but their environment also shares these same restrictions. Learners grasp concepts more effectively when they express themselves in the local dialect or simply in Indonesian (Friantary & Martina, 2018; Ratminingsih, 2018; Surjono, 2016).

At the moment, it is still not possible to teach English at the University completely in English, Students often struggle with speaking English, despite having different levels of English abilities (Djami & Kuswandono, 2020; Khotimah et al., 2019). Incorporating Indonesian while teaching English is a common practice among English teachers to help them connect with their students. From what was observed, it was found that many students opted not to speak in English. This is because they lack confidence and are scared of making errors. To help students who feel uncertain about speaking English, they need support and encouragement to feel motivated to practice and learn from their mistakes.

Regarding the time distribution outlined by the curriculum, it is perceived as inadequate (Friantary & Martina, 2018; Noge, 2019; Ratminingsih, 2018; Suhandra, 2018). With just two hours of meetings each week, it is challenging for teachers to meet educational goals. The small amount of time available to learn English at the University makes it hard to develop graduates who have strong English language skills. A highly varied method of teaching English is anticipated to meet the needs of students learning the language. In this situation, the inventiveness of teachers is a necessity and a genuine obstacle that needs to be acknowledged (Hawkins, 2018).

The key priority is to enhance the basic understanding and engagement of students in both spoken and written English, while progressively guiding them towards particular abilities (Ammade et al., 2020; Wichadee, 2011). Challenges in pronunciation for many learners stem from the variations in sounds between their native language and the one they are learning. This indicates that pronunciation issues can arise from both inside and outside influences on a student. Internal influences are related to the fact that each individual has a unique speech apparatus.

As a result, the way some sounds are produced can vary significantly. External influences arise from the fact that students come from diverse linguistic backgrounds, The mother language influences the target language (Risnawati & Nuraeni, 2019; Szanto, 2020). Speaking a language fluently in everyday situations, whether it be one's own or another, is frequently referred to as oral fluency, Accuracy understands what to say if the pronunciation is the outcome speech, and fluency understands how to say it. Therefore, the key word is that a person's speaking ability or skill is accurate in language pronunciation. Given this situation, how can students learn to speak English fluently and accurately.

Even though many pupils have been learning English for years, they may still struggle to express themselves in the language. There is, of course, reciprocity between students and teachers throughout a sequence of teaching and learning activities (Asmi et al., 2018). Expressions of emotions, messages, and impressions will be communicated after engaging in the teaching and learning process. These pupils' ability to succeed is hampered by the absence of student engagement and involvement in the teaching and learning process (Noge, 2019).

The objective of reflection activities like this one is to assess the degree of public support for the strategies, methods, and instructional methods used by instructors and to pinpoint areas where the presentation of the material and the management of the classroom are lacking. Using the right teaching strategies is one way to boost students' enthusiasm for learning, furthermore, using the right instructional materials might also boost students' desire to learn, using the dubbing method, one tactic is to arrange English lessons and conversation sessions. In dubbing, students must supply the missing words in the silent film that correspond to the voice of the artist. It implies that the term itself refers to the filling of discourse or words, which is consistent with the idea of dubbing it self (Liu & Song, 2021)

Dubbing, sometimes known as dubbing (dubbing, looping), is the practice of recording or substituting the voices of characters in films. Therefore, dubbing may be said to be a voiceover that has been adjusted to the language of the film and is more easily understood by the audience. Learning video is the medium that best fits the dubbing process. To meet the needs of pupils, a widely varied approach to teaching English is anticipated, in this instance, teacher innovation is a necessity and a genuine obstacle that needs to be acknowledged, so that the most important thing to do is to strengthen the foundation and activeness of students in speaking English orally and in writing and gradually develop them towards specific skills like speaking skills, of course speaking skills need the pronunciation.

It implies that a student's pronunciation may be influenced by both internal and external variables. internal elements, as every learner has a unique organ of sound. As a result, some utterances generate distinct sound properties in order to make speech. external influences due to the fact that students' mother tongues vary. The target language is influenced by the mother tongue. English language become a foreign language not as a second language and this is happen in Indonesia, so this language need to be taught since elementary school especially in the senior high school before the student going to the university, something same in vocational school, Many subjects use English as a reference and require speaking practice when they meet foreigners, because vocational schools prioritize practice.

Therefore, an interesting and contemporary approach is needed to train speaking in vocational schools, one of which is by dubbing videos because students are closer to gadgets and video editing applications which are widely available on the Playstore.

## 2 LITERATURE REVIEW

### 2.1 Dubbing

A production process known as dubbing involves replacing a film's or audiovisual source's original voice or dialogue track with a freshly recorded one in the target language, giving the impression that the original performers are speaking in the target language. According to Miggiani (2019), this procedure is facilitated by adjusting the conversation to the movie's rhythm, which makes it easier for viewers to understand and engage with.

The focus of this study is video dubbing, a method that educators can use to enhance the teaching and learning process in the classroom, especially when it comes to teaching speaking.

Nicolae (2018) explains that dubbing can be defined as either replacing an existing soundtrack or lip-syncing to match the sound to the source's naturally occurring lip motions. In addition to being a common practice in the commercial sector, video dubbing is also utilized in classrooms to help students become more confident and proficient speakers. Students can either add sound to a silent movie or replace an existing soundtrack during the dubbing process. This approach can lessen monotony, increase learning enjoyment, and help build confidence and public speaking abilities.

## 2.2 Learning Video

For educational movies to serve their intended purpose, they must also meet specific eligibility requirements before being used in the classroom. Teachers can use educational movies to help students understand the content being covered in class. To boost students' enthusiasm, attention, and curiosity, learning films often feature visuals and sounds packed with knowledge (Susilawati, Rahmana, Kasim, & Muliyadi, 2022). Naturally, teachers benefit greatly from this, as it lessens their workload and saves time during in-class instruction.

Naturally, learning media must adhere to suitable standards, just like any other educational tool. Assessments of the effectiveness and utility of videos as teaching aids are referred to as learning video media standards (Arifa, Widiyatmono, & Jumadi, 2023). If educational movies fulfill specific requirements, they are deemed suitable. Prior research by Yuwono, Yuliana, and Munif (2023) demonstrates that four components of learning films can be analyzed for content analysis; Makki and Musaddat (2022) provide some background information on these assessment features. A methodical and thorough presentation approach that utilizes pictures, figures, and symbols is known as presentation relevance.

## 2.3 Speaking Skills

Speaking is a crucial component of teaching and learning a second language in various settings. Nevertheless, speaking instruction has long been underappreciated, and English language instructors have persisted in teaching speaking as a memory of dialogues or repetition of drills. However, improving communicative skills should be the aim of speaking instruction in the modern environment (Huda, 2016; Kassim & Alif, 2010; Light & McNaughton, 2014). During speaking, concepts are presented, questions are posed, and responses are elicited that are relevant to arguments or points of view, which could persuade students to agree with the speaker's perspective. Through speaking exercises, students should be able to apply their speaking skills. Additionally, speaking is a form of oral communication that involves two parties: the listener, who receives the message, and the speaker, who conveys it. To put it another way, communication involves the practical skill of listening. Speaking in terms of usage refers to oral communication in which one shares ideas with another person as a conversation partner. Children should have the opportunity to practice speaking with their teachers. As a result, teachers highly value engagement. Asking a variety of questions is another facet of this study.

## 2.4 Previous Studies About Dubbing Method and Learning Videos for Improving Students' English Speaking

Several types of research are similar to this research, one of which are : Evan Danamaya Liekas (2022) They can learn to talk through engaging media like video dubbing. They believe that this approach is highly original, creative, and engaging. As is well known, when students are actively involved in their education, they learn more effectively and more quickly. One excellent method for encouraging student participation in the classroom is video dubbing. Multimedia is a factor influencing areas like student interest stimulation, classroom efficiency enhancement, and gratifying effects attainment, according to Dong and Li (2011), as stated in Grzeszczyk (2016). English classes are consequently more engaging, vibrant, and dynamic. Multimedia learning offers a lot of implicit information through the use of images, sound, and animation.

Likewise, earlier related studies by Phong Dau (2021). Enhancing Students' Speaking Ability with Video Dubbing in English Instruction is the title. The researcher wants to find out how pupils' speaking is affected by video dubbing. The tenth grade at Ha Tinh School of Excellence in Education was the subject of this action research project. Data was gathered via test, questionnaire, interview, and observation. The results demonstrate that students' speaking abilities can be improved by the use of video dubbing in a variety of crucial areas, including pronunciation, intonation, fluency, vocabulary, grammar, self-assurance, and linguistic cultural understanding.

Additionally, earlier studies in this area were conducted by (Sulastrri Manurung, Albert Efendi Pohan, 2019). "Students' Perceptions of the Use of Video Dubbing in Teaching Speaking" is the title. The study used a combination of quantitative and qualitative descriptive methods. Open-ended interviews and questionnaires were used to gather information on the students' true self-perceptions of the VD project's implementation. The researcher used the IDEA Center-Kansas State University survey form on student attitudes to instruction and courses (National Research Council, 2003:166) to learn how the students felt about the VD project's implementation, All

of the participants received the Google form questions over WhatsApp. By classifying the degree of perception into good, neutral, and negative views, the data from student surveys on their opinions of the interventions were examined. Based on the above studies, this study will focus on vocational high schools majoring in housekeeping because they will interact more with guests and are required to have good speaking skills.

### 3 METHOD

This study is descriptive in nature, starting with the observation of Housekeeping students at the vocational senior high school of Tanjungbumi sub district assignments, followed by the formulation of research objectives, data collection, analysis, and presentation of findings. It uses a pre-experimental research model during the implementation phase. Specifically, a test, the dubbing method, and a post-test were used to conduct the pre-experimental procedure. Additionally, a comparison of the effects and changes following the application of the dubbing method was made based on the results of the initial and final tests. The population of this study was drawn from several vocational senior high schools with housekeeping majors.

To collect the data required for the study, 44 second-semester students from the Housekeeping department of Vocational Senior High School were chosen in a sequential manner to serve as informants. During the data collection phase, methods such as recording, interviewing, and observation are used to assess students' speaking and mastery abilities. The following is how the technique is put into practice: Researchers made notes while they observed, interviewed, and recorded students; they also showed pictures and objects and asked questions regarding the pupils' command of English, including vocabulary, pronunciation, grammar, and fluency; During the experiment, researchers took English notebooks and documentation (pictures and videos).

The pre-experimental design, an experimental research approach, is used in this study. One group is tested before and after, and reports frequently on the effectiveness of new teaching strategies or the level of interest sparked by curricular modifications. or another indicates that a researcher conducted a manipulation experiment (X), possibly a ten-week curriculum project intended to foster tolerance for ethnic minorities, after measuring a group on a dependent variable (O1), such as attitudes toward minority groups.

Following the experimental treatment, the researcher reassessed the group's attitude (O2) and then considered the difference between the pre-test and post-test scores in relation to the effect of X. The instrument, which comprises five categories and a speaking ability assessment range, detailed in Table 1, will be used to group and explain the students' mastery of vocabulary, grammar, and pronunciation when speaking.

**Table 1**  
*Categories and the Assessment Range for Speaking Ability*

<b>Scores</b>	<b>Explanation</b>
Excellent (90-100)	<i>Excellent use of English. Quite clear oral production. Experiences little or no difficulty in understanding. Almost no errors of phonology, grammar, or lexis</i>
Very good (80-89)	<i>Satisfactory verbal communication. Limited number of errors of grammar, lexis or pronunciation. Occasional self-corrections. Little difficulty in understanding.</i>
Good (70-79)	<i>Verbal communication is usually fairly satisfactory. Repetition and rephrasing are sometimes necessary. Experiences some difficulties in communicating. Some errors of phonology, grammar and lexis</i>
Fair (60-69)	<i>Understanding is very limited, although communication in everyday topics is possible. Many errors of phonology, grammar and lexis</i>
Unsatisfactory (59-fewer)	<i>Extreme difficulty in communication in any subject. Failure to understand adequately and to make him/herself understand</i>

The researchers created five categories using the instruments in the above table, adjusting the values to match the category standards and student skills. From the unsatisfactory category (US), which has a value range of 59-less, to the fair category (F), which has a score range of 60-69, the good category (G), which has a score range of 70-79, the very good category (VG), which has a score range of 80-89, and the excellent category, which has a score

range of 90-99, the categories will be distinguished and examined. The researcher created a table with five columns for each of the five groups listed above in order to find the outcomes following categorization.

## 4 RESULTS AND DISCUSSION

### 4.1 Results

The presentation of the pre-test and post-test data shows the findings of studies conducted in an attempt to enhance students' English proficiency. Seven pupils from the first group, the unsatisfactory category, received scores lower than 59 (between 40 and 59). This demonstrates the lowest score of students that need to re-study in order to understand vocabulary, utilize proper grammar, and pronounce words correctly in accordance with criteria that are presented through a previously played video. The fair category is the second one. Twenty-one of the forty-four students who took the pre-test received scores above sixty and below sixty-nine. The biggest number among all the students is this one. There are still a lot of grammatical constraints that exhibit recurring faults, according to the data collected from the 21 students. Additionally, when speaking, students struggle to master language. The pre-test demonstrates the recurrence of the same language and even the forced use of Indonesian terminology based on actual data from the class.

Then, when discussing the video, a lot of people mispronounced it. The third category, "good," has 13 individuals with scores between 70 and 79. Grammar, vocabulary, and pronunciation were judged to have minor shortcomings based on the pre-test results. Students occasionally make pronunciation mistakes when repeating the speech in the video, but they are still understandable. The fourth category is excellent. Just three of the forty-four students in this category participated in the pre-test. All three pupils had an identical score of 80. They delivered the speech results with ease. Grammar usage can be widely accepted. When used in sentences, the vocabulary demonstrates fluency and proficiency, with little hesitation and few mistakes. Additionally, pupils are confident and proficient in pronouncing all of the terminology used in the sentence in accordance with accepted standards. The excellent category is in the fifth segment. Not a single student in this category receives a score of 90.

Based on the data collected overall, students continue to have the highest overall score of 80 (eighty), while the lowest score is 57.5. Although they are not in the exceptional level, students continue to fall into the fair, good, very good, and unsatisfactory ability categories. Because when speaking, children fail to demonstrate a thorough and profound comprehension and to employ grammar, vocabulary, and pronunciation correctly. Therefore, it can be said that Vocational Senior High School Housekeeping major at Tanjungbunsi subdistrict in their second semester need to use the dubbing method in the classroom in order to increase their capacity to speak clearly, master grammar and vocabulary, and pronounce words correctly. According to the post-test results, students' scores fell into four categories: fair, good, very good, and excellent.

The categories of fair (F), good (G), very good (VG), and excellent (E) were discovered, but the dissatisfied category (US) was not. First off, the US category had no students. The post-test findings showed that the students' abilities had improved after using the dubbing method; however, the pre-test results indicated that a number of students fell into the US category. Following treatment using the dubbing method, six students were found to have joined the fair category (F). The pre-test results showed that the number of students had decreased relative to the number of six students; in other words, the students' ability had improved in the higher categories.

Third, 20 pupils in the good category received scores between 70 and 79. After students were treated using the dubbing approach, which involves correcting every sentence that comes up when students speak English, the number of pupils included in this category increased more than any other category. Fourth, following direct method instruction in the classroom, 17 students scored in the 80–89 range on the post-test, placing them in the very good category. Speaking skills among students have improved, and just three people were identified. Thus, following treatment using the dubbing approach, the number of pupils who improved their skill rose from 44 to 17. Fifth, one student's post-test results revealed the aptitude of the pupils who placed in the best category (Excellent).

Following treatment using the dubbing approach, the student's ability to speak English improved. Category, range, pre-test result, and post-test result are the tabular results of the pre-test and post-test that are described in the data below. The aforementioned pre-test and post-test findings demonstrate that student abilities have increased from inadequate to exceptional. shifts in aptitude that are demonstrated by raising students' grades from poor to high. The implementation of the dubbing method to second semester students in vocational senior high school housekeeping major is what caused this growth.

Five categories demonstrate how students' speaking skills have improved based on the pre-test and post-test data above. Seven pupils in the first group, the unsatisfied category (US), scored lower than 60 (59-less), and after using the dubbing method, they were given remedies for mistakes in student expressions and spoken words. Students had exceptional aptitude, as seen by the post-test results, which indicated that no student received a score lower than 60. Instead, all students saw a rise in ability beginning with scores ver 60. According to the pre-test results, there were 21 students with an average score of 60.69, but after receiving the dubbing method treatment,

their ability increased to fewer, specifically 6 students with an average score of 64.55. This indicates that students in the range (value) of 60-69 have improved in ability. As a result, students' proficiency rose by 2% over their prior proficiency.

Starting with the pre-test, 13 students scored between 70 and 79, with an average score of 72.11, indicating a growth in student abilities in the good group. Additionally, their average score rose to 72.55 on the post-test findings. Alongside this increase, there were more students—13 before the post-test, and 20 after—than there had been previously. enhanced proficiency among students in the very good category. Only three students received an average score of 80 on the pre-test. However, there was a significant rise in the post-test scores, with 17 pupils achieving an average score of 81.15. The aforementioned table illustrates the rise in student proficiency in the excellent category. Although no student was determined to be in the very good group on the pre-test, one student was able to demonstrate the best performance on the post-test, with an average score of 90 and scores ranging from 90 to 93.

Utilizing several short movies in the pre-test and post-test to treat the dubbing procedure and enhance students' English-speaking abilities. This is demonstrated by the pre-test scores, which remain comparatively low, and the post-test results, which show a significant improvement in the students' speaking abilities. Seven students fell into the unsatisfied category in the pre-test results, but no student received a score lower than 60 in the post-test findings, which moved them up to the fair category. In other words, it has been demonstrated that using the dubbing approach in the classroom improves students' abilities. Students' proficiency rose in the fair category. There were twenty-one students based on the pre-test results, and only six students remained after the post-test. Despite the fact that six individuals remained in the fair group, it can be inferred from this change that 15 out of 21 students improved their English speaking abilities after using the dubbing approach.

Students' proficiency in the good category improved. According to the data in the table, 13 students are classified as having good ability (good category) based on the results of the pre-test, and the number of students has increased to 20 based on the results of the post-test. Seven pupils fall into the "good" group. In comparison to the pre-test findings, the post-test results are higher and fall into the good ability category. After students pass the dubbing process, their proficiency then improves. Students' proficiency rose significantly in the very good category (VG). According to the information gathered from the pre-test results, just three of the forty-four students who entered the VG category received scores of 80, suggesting that forty-one other students received scores below 80. However, after receiving treatment using the dubbing method, the students' abilities significantly improved; in the pre-test results, 3 out of 44 participants was placed in the VG category, and in the post-test results, 17 out of 44 students were placed in the VG category.

Under the category of very good. When the dubbing approach is used in the classroom, the impact of change is very great, increasing the number of pupils from three to seventeen, or about forty percent more. Thus, the dubbing technique is a very effective way to help pupils speak English more fluently. In the post-test results, one student's speaking ability was in the best category (Excellent category), but no students received a score of 90 or higher in the pre-test results. One student's score, which falls between 90 and 93, is the highest score in the range. Not a single student received a score of 90 when compared to the pre-test results.

## 4.2 Discussion

Speaking is one of the main English language skills that must be learned. Speaking is the act of conveying information to others by sending messages or greetings (Liyana & Kurniawan, 2019; Lorena & Sadiku, 2015). Speaking is a useful and challenging skill to master that involves various facets, such as pronunciation (Arfani & Sulistia, 2019; Zuhriyah, 2017). Speaking is also a necessary skill for everyone to convey ideas, thoughts, and feelings. If someone can speak a language, they are considered to be a language speaker. In summary, speaking is a language skill that emphasizes verbal engagement through the correct and fluent production, transmission, and reception of information. Speakers need to focus on their pronunciation, grammar, and vocabulary.

Since speaking is the main ability needed to have a discussion and a useful action in daily life, The goal of teaching speaking is to develop students' ability to interactively understand the content of a variety of spoken texts through engaging exercises. Students must comprehend when, why, and how to produce language in addition to knowing how to produce specific language elements like grammar, pronunciation, and vocabulary when studying speaking skills. Additionally, this study will employ a number of speaking components, including vocabulary, fluency, pronunciation, and accuracy (Nuraeni et al., 2019; Zijlstra et al., 2021).

Students can improve their speaking abilities by using the dubbing method. Students will benefit from using the dubbing approach to practice speaking English. Video-based learning materials can benefit from this approach. Second or foreign language learners can see and actively engage in sessions at their own location thanks to the usage of videos. Through the use of real-world circumstances, video approaches aid in the acquisition of knowledge. Accordingly, videos can inspire students to learn and make the material engaging for them (Mayang Ayu Sunami & Aslam, 2021; Wisada et al., 2019). Thus, brief videos serve as instructional aids or media for speaking in order to facilitate learning and pique students' interest. An average short video lasts between three and

six minutes. For pupils, technological media like video offers a novel experience. Students are given access to a new learning approach that enables them to dub in English.

## 5 CONCLUSIONS AND SUGGESTIONS

The outcomes of tests of students' English-speaking proficiency vary. Students' English-speaking abilities improved as a result of adopting the dubbing method. The use of the dubbing method in speaking instruction is highly inspiring and enhances students' English proficiency, which has been demonstrated to rise. Vocational high schools do require more effort in learning English because they emphasize practice than others. Vocational high schools are one of the government's programs to produce young people who are ready to work and compete with strict standards, so that students who attend vocational high schools need special treatment to make them more familiar with the disruption era and competition, one of which is English language skills as an international language. Teachers should update more user-friendly learning media so that students feel fresh, and the principals of vocational high schools should not burden teachers with too much administrative burden so that they can focus more on teaching and innovating at least every semester.

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