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THE EFFECTIVENESS OF ENGLISH-SUBTITLED VIDEOS IN ENHANCING SPEAKING, LISTENING AND VOCABULARY SKILLS: A META-ANALYSIS

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Article Info	Abstract
Article History	<i>This research employs a meta-analysis approach to assess the effectiveness and quality of English-subtitled videos as a learning tool for enhancing speaking, listening, and vocabulary skills. We systematically reviewed relevant studies, collected data based on predetermined inclusion and exclusion criteria from Google Scholar, DOAJ, and Scopus databases, and synthesized the findings. A total of 87 eligible studies were included in the analysis, with data comprising participant numbers (N), z-count, t-count, and r-count. The results of our analysis, conducted using JASP software simulation, indicate a statistically significant impact of English-subtitled videos on language learning, accounting for 59% of the variance, placing it in the Moderate category of significance. Specifically, the effect size values for speaking, listening, and vocabulary were 0.64, 0.59, and 0.55, respectively, highlighting their positive influence. Furthermore, the present research revealed that studies published in 2022 exhibited the highest effect size, with an estimated value of 0.771, underscoring the growing relevance of this instructional approach in recent years. Additionally, when considering the number of participants, studies with fewer than 40 participants demonstrated the highest effect, with an estimated value of 0.534. This suggests that English-subtitled videos are particularly well-suited for improving speaking skills, especially in smaller sample sizes. In conclusion, this meta-analysis provides compelling evidence for the value of English-subtitled videos in enhancing language learning. These findings offer valuable insights for educators and learners seeking effective multimedia tools to develop language proficiency.</i>
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INTRODUCTION

In education, learning English is a crucial issue (Ebrahimi et al., 2018). At the international level, we must communicate effectively in both our native language and a global language like English (Liando et al., 2018). Speaking is one of the four language skills that include using oral communication to convey ideas, feelings and information (D. P. Sari & Apriani, 2020). Kinasih & Olivia (2022) state that public speaking is a language skill that is valuable to develop because it is crucial to communication. Speaking is an interactive process

of constructing meaning that involves producing, receiving and processing information (Khadidja & Manar, 2018).

In addition to speaking skills, listening skills are important in language learning. According to Alabsi (2020), listening comprehension is not only about hearing what is being said but also involves understanding and making sense of the spoken language. It is impossible to overstate how crucial listening abilities are for learning a foreign language (Fernando et al., 2023). Furthermore, the success of L2 acquisition depends on listening to L2 input (Alzamil, 2022). However, speaking and listening skills require mastery of vocabulary (Ratnaningsih & Gumiandari, 2022). Vocabulary is also important for people to communicate and express their ideas through language (Alharthi, 2020). To learn English effectively, students must understand that it covers macro skills, where two of them are speaking and listening, which is impossible to learn without vocabulary since it significantly impacts the skills mentioned above (Rosales, 2019).

This research concerns an English-subtitled video on learning speaking, listening and vocabulary. The use of subtitle videos in language learning has several benefits, including helping students learn how to pronounce new words, making it easier for them to follow the storyline of the video (Hwang et al., 2019), improving their word recognition abilities (Altun & Hussein, 2022), reinforcing their understanding of English expressions that are context-bound, aiding in the acquisition of new vocabulary and improving their concentration in the lines that follow (Fikri et al., 2021). The English subtitles in videos, such as movies, can help students expand their vocabulary and improve their speaking abilities by identifying the words being said by the actors (Megawati & Nuroh, 2018; Miranda & Wahyudin, 2023; Rahmawanti et al., 2021). Additionally, the combination of aural, visual, and textual mediums makes watching English-subtitled video one of the richest ways to present authentic input (Napikul et al., 2018). Moreover Okar & Shahidy (2019) added that the most effective language-learning method is watching content with subtitles. As a part of the learning process, video subtitles can allow students to understand concepts more deeply and improve their language comprehension while also honing their listening skills (Timilsina, 2022).

The use of English-subtitled videos (movies, TV shows, YouTube and so on) in language learning has been widely practiced, especially in improving speaking skills (Fitriyeni, 2020; Rachmijati et al., 2019; Valizadeh, 2021), listening skills (Andi & Darvishi, 2019; Metruk, 2018; Pudjiati & Fitria, 2022) and lastly, (Dizon & Gayed, 2021; Mazahery et al., 2021; Sadiku, 2018). Bostanci, (2022), in her research, states that watching films with subtitles intensively affected ESL students' vocabulary knowledge. In his research, Chen et al., (2021) argued that such instruction significantly enhanced learning attitudes to English speaking. Furthermore, Azizah & Yaumi (2018), in their research with a total of 24 students, found that using subtitled movies significantly impact student's listening motivation. The practice of English-subtitled video-based speaking, listening and vocabulary learning media at Junior High School level has been widely conducted (Audina & Suminar, 2018; Bahtiar, 2023; Lestari, 2019; Mansouri & Grib, 2020; Megawati & Nuroh, 2018; Nuraeni et al., 2017; Peters, 2019; Pujadas & Muñoz, 2019). Audina & Suminar, (2018) conducted research at the Junior High School level which discussed the influence of subtitles in short movies on students' listening comprehension with a total of 60 students and obtained the results that English subtitled video-based listening skills learning media has a significant impact with a t-count of 2,268.

In addition, learning media for speaking, listening and vocabulary based on English-subtitled videos have also been done at Senior High School level (Abidin & Ngadiman, 2021; Matondang & Ashari, 2019; Rawanita, 2018; Sembel et al., 2023; Topkaraoglu, 2018; Wong

et al., 2020; Wu & Yang, 2022). Wu & Yang, (2022) have also conducted research at Senior High School level which discusses the effectiveness of textually enhanced captions on Chinese high school EFL learners' incidental vocabulary learning with a total of 133 students and obtained an F score of 1,244. Finally, the use of English-subtitled video-based speaking, listening and vocabulary learning has also been widely conducted at college level (Ahmed, 2022; Andi & Darvishi, 2019; Ashcroft et al., 2018; Dewi, 2023; Fitriyeni, 2020; Jao et al., 2022; Kim, 2020; Ridha et al., 2022; Tran, 2022). Fitriyeni (2020) has conducted research at college level, which discusses improving students' speaking skills using video with a total of 100 students and obtained the result that there is a significant impact of the use of the video in teaching speaking with a t-count of 14,766.

From the statements above, it can be inferred that extensive study has been conducted on English-subtitled video-based speaking, listening and vocabulary learning. However, there has not been any additional research that explores the scope of the effect of using English-subtitled videos to improve speaking, listening or vocabulary the most. Therefore, this study aims to determine which of speaking, listening and vocabulary has the most significant impact when learning using English-subtitled video. Furthermore, this study was also to find out in which year and with which number of participants English-subtitled videos had the highest impact.

RESEARCH METHOD

This research uses a meta-analysis method. Meta-analysis is a study that researchers do to gather, summarize, review, and analyze data from several prior research findings (Tusaadia et al., 2022). The inclusion, selection and exclusion criteria gathered in a Microsoft Excel coding sheet must match articles searched across multiple databases to support statistical analysis of meta-analyses that continue to calculate Effect Size (ES) and Standard Error (SE) values. The studies eligible for a meta-analysis are chosen based on two criteria: inclusion criteria (eligibility criteria) refer to research characteristics relating to population issues based on education level, skill and year, related to "English-subtitled Video-based Speaking, Listening and Vocabulary". Regarding the eligibility criteria, which speak to the characteristics of publications, the year (studies published between 2018-2023) and the types of publications (articles, journals and thesis) are all considered. In contrast, the exclusion criteria are used to find articles that can be used for statistical analysis of articles obtained based on inclusion criteria in meta-analyses. Exclusion criteria include research data as follows: percentage of each error indicator, Effect Size value (ES), Standard Error (SE) and number of sample (N) (W. Sari et al., 2023). The following are the research procedure:

1. Search for articles that meet the criteria in Google Scholar, DOAJ and Scopus
2. Coding and tabulation should be done in Microsoft Excel with the following information: year of publication, author's name, level, class, skill, N-value, F-count, t-count, and r-count.
3. Using the following formula, convert F and t values to r-values:

$$F = \sqrt{t^2} \quad (1)$$

$$t = \sqrt{F} \quad (2)$$

$$r = t \frac{t}{\sqrt{t^2 + N - 2}} \quad (3)$$

4. Calculating the Effect Size (ES) and Standard Error values (SE) using the following formula:

$$z = ES = 0,5 \times \ln \frac{1+r}{1-r} \quad (4)$$

$$SE = \sqrt{\frac{1}{n-3}} \quad (5)$$

5. Utilize JASP software to run simulations and analyze data.
6. Analyze the findings from the articles cited in the data.
7. Conclude the meta-analysis's research findings.
8. Effect Size (ES) and Standard Error (SE) values determine the influence level category. Table I below lists the categories for ES values.

Table 1
Classification of Glass's effect sizes

Effect Size (ES)	Category
$ES \leq 0.15$	Negligible effect
$0.15 < ES \leq 0.40$	Small effect
$0.40 < ES \leq 0.75$	Moderate effect
$0.75 < ES \leq 1.10$	High Effect
$1.10 < ES \leq 1.45$	Very High Effect
$1.45 < ES$	High Influence

RESULT AND DISCUSSION

1. Data Selection Results

The results of the data set search yielded 142 data. According to the inclusion and exclusion criteria, 87 data and data that did not fit the inclusion and exclusion criteria were 55. The data collected in this study are the value of the Fisher test (F), student test (t), correlation test (r), and the amount of research data (N). Further data processing or analysis can also be carried out during the learning method under certain conditions. From the data collected, there are F, t and r values. These values must be converted into ES and SE values according to equations (4) and (5). The conversion results can be seen in Table 2 below.

Table 2
Results of Data Selection and ES and SE values

No	Study	Skills	N	ES	SE	Category
1	Study 1	Speaking	20	0.602	0.242	Moderate Effect
2	Study 2	Speaking	22	0.246	0.229	Small Effect
3	Study 3	Speaking	24	0.242	0.218	Small Effect
4	Study 4	Speaking	26	1.475	0.208	High Influence
5	Study 5	Speaking	28	1.279	0.200	Very High Effect
6	Study 6	Speaking	30	1.905	0.192	High Influence
7	Study 7	Speaking	30	0.231	0.192	Small Effect
8	Study 8	Speaking	36	0.640	0.174	Moderate Effect
9	Study 9	Speaking	39	0.550	0.166	Moderate Effect
10	Study 10	Speaking	40	0.356	0.164	Small Effect
11	Study 11	Speaking	43	0.456	0.158	Moderate Effect
12	Study 12	Speaking	48	0.525	0.149	Moderate Effect
13	Study 13	Speaking	49	1.336	0.147	Very High Effect
14	Study 14	Speaking	60	0.046	0.132	Negligible Effect
15	Study 15	Speaking	60	0.208	0.132	Small Effect

No	Study	Skills	N	ES	SE	Category
16	Study 16	Speaking	60	0.049	0.132	Negligible Effect
17	Study 17	Speaking	60	0.375	0.132	Small Effect
18	Study 18	Speaking	62	0.049	0.130	Negligible Effect
19	Study 19	Speaking	65	0.019	0.127	Negligible Effect
20	Study 20	Speaking	67	0.272	0.125	Small Effect
21	Study 21	Speaking	67	0.163	0.125	Small Effect
22	Study 22	Speaking	70	0.630	0.122	Moderate Effect
23	Study 23	Speaking	72	0.601	0.120	Moderate Effect
24	Study 24	Speaking	74	2.028	0.118	High Influence
25	Study 25	Speaking	82	0.233	0.112	Small Effect
26	Study 26	Speaking	100	1.190	0.101	Very High Effect
27	Study 27	Speaking	128	0.001	0.089	Negligible Effect
28	Study 28	Speaking	232	0.350	0.066	Small Effect
29	Study 29	Listening	22	0.696	0.229	Moderate Effect
30	Study 30	Listening	26	0.814	0.208	High Effect
31	Study 31	Listening	28	0.866	0.200	High Effect
32	Study 32	Listening	40	0.393	0.164	Small Effect
33	Study 33	Listening	40	0.116	0.164	Negligible Effect
34	Study 34	Listening	40	2.120	0.164	High Influence
35	Study 35	Listening	40	1.148	0.164	Very High Effect
36	Study 36	Listening	50	0.349	0.145	Small Effect
37	Study 37	Listening	51	0.226	0.144	Small Effect
38	Study 38	Listening	54	0.254	0.140	Small Effect
39	Study 39	Listening	60	0.293	0.132	Small Effect
40	Study 40	Listening	60	1.545	0.132	High Influence
41	Study 41	Listening	63	0.390	0.129	Small Effect
42	Study 42	Listening	70	1.256	0.122	Very High Effect
43	Study 43	Listening	78	0.045	0.115	Negligible Effect
44	Study 44	Listening	95	0.285	0.104	Small Effect
45	Study 45	Listening	96	0.829	0.103	High Effect
46	Study 46	Listening	96	0.438	0.103	Moderate Effect
47	Study 47	Listening	100	1.289	0.101	Very High Effect
48	Study 48	Listening	119	0.083	0.092	Negligible Effect
49	Study 49	Listening	123	0.342	0.091	Small Effect
50	Study 50	Listening	150	0.067	0.082	Negligible Effect
51	Study 51	Listening	30	0.397	0.192	Small Effect
52	Study 52	Listening	32	0.743	0.185	Moderate Effect
53	Study 53	Listening	60	0.096	0.132	Negligible Effect
54	Study 54	Listening	76	1.223	0.117	Very High Effect
55	Study 55	Vocabulary	27	1.095	0.204	High Effect
56	Study 56	Vocabulary	30	0.274	0.192	Small Effect
57	Study 57	Vocabulary	30	1.242	0.192	Very High Effect
58	Study 58	Vocabulary	32	0.412	0.185	Moderate Effect
59	Study 59	Vocabulary	35	1.838	0.176	High Influence
60	Study 60	Vocabulary	32	0.557	0.185	Moderate Effect
61	Study 61	Vocabulary	40	2.092	0.164	High Influence

No	Study	Skills	N	ES	SE	Category
62	Study 62	Vocabulary	40	1.985	0.164	High Influence
63	Study 63	Vocabulary	50	0.019	0.145	Negligible Effect
64	Study 64	Vocabulary	57	0.255	0.136	Small Effect
65	Study 65	Vocabulary	60	0.191	0.132	Small Effect
66	Study 66	Vocabulary	61	0.594	0.131	Moderate Effect
67	Study 67	Vocabulary	62	0.556	0.130	Moderate Effect
68	Study 68	Vocabulary	63	0.401	0.129	Small Effect
69	Study 69	Vocabulary	64	0.499	0.128	Moderate Effect
70	Study 70	Vocabulary	65	0.323	0.127	Small Effect
71	Study 71	Vocabulary	70	0.370	0.122	Small Effect
72	Study 72	Vocabulary	78	1.071	0.115	High Effect
73	Study 73	Vocabulary	79	0.040	0.114	Negligible Effect
74	Study 74	Vocabulary	80	0.808	0.113	High Effect
75	Study 75	Vocabulary	80	0.177	0.113	Small Effect
76	Study 76	Vocabulary	88	0.404	0.108	Small Effect
77	Study 77	Vocabulary	90	0.538	0.107	Moderate Effect
78	Study 78	Vocabulary	96	0.217	0.103	Small Effect
79	Study 79	Vocabulary	100	0.104	0.101	Negligible Effect
80	Study 80	Vocabulary	101	0.007	0.101	Negligible Effect
81	Study 81	Vocabulary	112	0.708	0.095	Moderate Effect
82	Study 82	Vocabulary	117	0.194	0.093	Small Effect
83	Study 83	Vocabulary	123	0.391	0.091	Small Effect
84	Study 84	Vocabulary	133	0.097	0.087	Negligible Effect
85	Study 85	Vocabulary	142	0.182	0.084	Small Effect
86	Study 86	Vocabulary	187	0.545	0.073	Moderate Effect
87	Study 87	Vocabulary	106	0.219	0.098	Small Effect

Table 2 which has 87 relevant data points, is separated into 28 speaking skills data, 26 listening skills data, and 32 data for vocabulary. Subsequently, the authors employed a publication bias and a hypothesis test on the gathered data. The coefficient table displays the z and p values in a meta-analysis conducted using JASP software, as seen during the conclusion. The following is the hypothesis:

Hypothesis 1: Using English-subtitled effectively enhances students' speaking, listening and vocabulary learning.

Hypothesis 2: There is no publication bias from the data used in the research.

2. Hypothesis Test

A heterogeneity test was conducted in the first stage to see whether the data used fixed or random effects. The results are following Table 3.

Table 3
Fixed and Random Effects

	Q	df	p
Omnibus test of Model Coefficients	97.675	1	< .001
Test of Residual Heterogeneity	1450.407	86	< .001

From the JASP results obtained through speaking, listening and vocabulary learning media utilizing English-subtitled videos, it can be seen that the data is heterogeneous with a

Q=1450.407 and a value of $p < 0.001$. Furthermore, consider the estimation of English-subtitled video in learning speaking, listening and vocabulary according to Table 4. The following are the estimation results of English-subtitled video in speaking, listening and vocabulary learning according to Table 4.

Table 4
Output JASP Coefficients

	Estimate	Standard Error	z	p
Intercept	0.590	0.060	9.883	< .001

In Table 4 about the coefficients, the z-score is 9.883 and the p-value is 0.001, smaller than the 5% (0.05) significance level. This result indicates that the hypothesis is correct. In this instance, the real effect size is greater than 0, meaning that 59% of the learning outcomes for students are significantly impacted by speaking, listening and vocabulary instruction based on English-subtitled videos. In comparison, other factors influence the remaining 41%. There was also a test for publication bias. This test is run to determine whether the data gathered can be taken as a representative of the general population. The rank correlation and regression test results can be used to evaluate this test. The output shown in Table 5 and Table 6 below is derived from JASP results.

Table 5.
Rank correlation

	Kendall's τ	p
Rank test	0.262	< .001

Table 6.
Regression test

Regression test for Funnel plot asymmetry ("Egger's test")	z	P
	2.604	0.009

Table 7.
File Drawer Analysis

	Fail-safe N	Target Significance	Observed Significance
Rosenthal	51442.000	0.050	< .001

In Table 5 for rank correlation and regression, Kendall's value of the English-subtitled video learning media can be seen as 0.262, indicating a significant correlation coefficient between effect size and variance. In Table 6, the z-value shows the magnitude of the regression coefficient is 2.604, and the p-value of 0.009 is greater than the value of 0.001, indicating that the second hypothesis is accepted. In other words, there is no publication bias identified. Table 7 shows how many studies with an average effect size equal to 0 should be added to the research sample so that the research results are free from publication bias. In addition, this can also be proven by looking at the funnel plot in Figure 1 below.

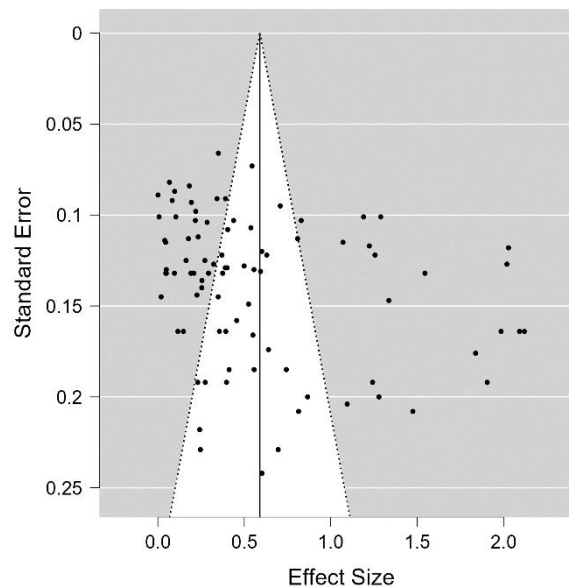


Figure 1. Funnel Plot

Based on the result of the publication plotted in Figure 1 above, it can be seen that there are no missing studies marked as open circles, all closed circles. In addition, from the forest plot image, a summary effect value of 0.59 with words, which is impacted by another effect of the English-subtitled video learning model, increases students' learning outcomes by 59%, while other factors influence 41%. The author ran a moderator variable test to determine the degree of influence of several variables, including skills, publication years and the number of participants. The outcomes are shown in the table below.

3. The Influence of English-Subtitled Video based on Skills.

Moderator variable analysis is required to ascertain how much an English-subtitled video influences speaking, listening, and vocabulary skills.

Table 8.
The Influence of English-Subtitled Video based on Skills.

Skill	N	Q-Test	Estimate	I ² (%)	RE Model	Category
Speaking	28	30.163	0.643	95.322	0.64[0.41,0.87]	Moderate Effect
Listening	26	31.664	0.586	94.186	0.59[0.38,0.79]	Moderate Effect
Vocabulary	32	34.872	0.549	95.177	0.55[0.37,0.73]	Moderate Effect

Table 8 indicates that the effect of using English-subtitled videos as a medium for learning speaking, listening and vocabulary is relatively moderate. On speaking ability with an estimate of 0.643 (moderate effect), while on listening ability of 0.586 (moderate effect) and finally on vocabulary ability of 0.549 (moderate effect). This result shows that English-subtitled video-based learning media has the same effect on speaking, listening and vocabulary skills. The researchers will next present funnel plots for each skill, ranging from speaking, listening and vocabulary, to show that the results shown in Table 8 are free from publication bias. Therefore, funnel plots for speaking, listening and vocabulary will be displayed in Figures 2, 3 and 4 below.

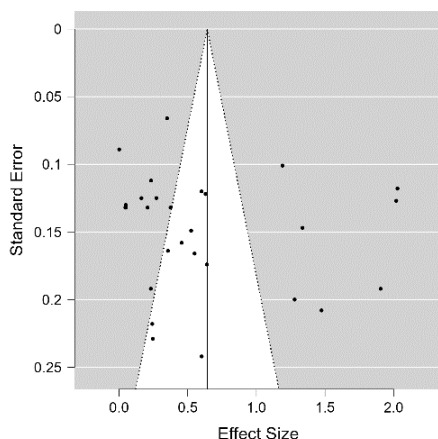


Figure 2. Funnel Plot for Speaking

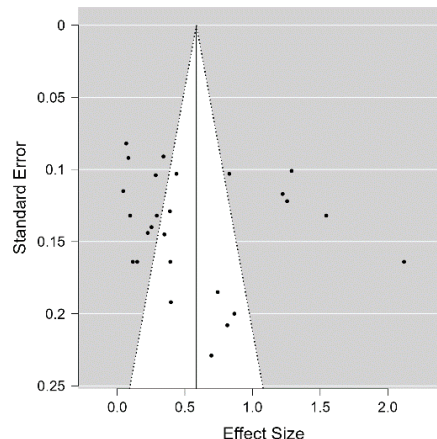


Figure 3. Funnel Plot for Listening

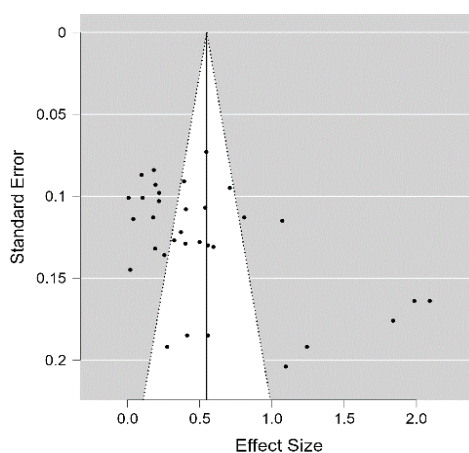


Figure 4. Funnel Plot for Vocabulary

Based on Figures 2, 3 and 4, from the funnel plots, we can see that no publication bias is identified because all circles are closed. Next, from the forest plot image of speaking, a summary effect value is 64%, which is the highest influence compared to listening, with an effect value of 59% and vocabulary, with an effect value of 55%. Subsequently, as displayed Table 8, the effect size of speaking is 0.64, with a minimum value of 0.41 and maximum value of 0.87. Next, the effect size value of listening is 0.59, with a minimum value of 0.38 and a maximum of 0.79. Finally, the effect size value of vocabulary is 0.55, with a minimum value of 0.37 and maximum of 0.73. Overall, it can be said that the application of English-subtitled videos has the highest impact on speaking compared to listening and vocabulary. This data is supported by research conducted (Wulandari, 2019) with an effect size of 1.27, (Hadi, 2019) with an effect size of 1.90, (Jao et al., 2022) with an effect size of 1.47, (Salem, 2019) with an effect size of 1.33, (Bedaiwy, 2022) with an effect size of 2.02, and finally, research conducted by (Alabsi, 2020) with an effect size of 1.19.

4. The Influence of Englis-Subtitled Video on Speaking, Listening and Vocabulary based on Moderator's Variable

At this point, the author analyzes the data to ascertain how the English-subtitled video influences learning outcomes when viewed based on number of participants and publication

years. The JASP output is shown in the following table according to number of participants and publication years.

Table 9
The Influence of English-Subtitled Video Based on Publication Years and Participants

Variable	Interval	N	Q-Test	Estimate	I ² (%)	RE Model	Category
Publications Year	2018	15	32.587	0.387	74.503	0.39[0.25,0.52]	Small Effect
	2019	17	21.624	0.568	94.448	0.57[0.33,0.81]	Moderate Effect
	2020	15	18.762	0.441	90.021	0.44[0.24,0.64]	Moderate Effect
	2021	18	19.640	0.734	97.004	0.73[0.41,1.06]	Moderate Effect
	2022	17	19.546	0.771	96.755	0.77[0.43,1.11]	High Effect
	2023	5	6.483	0.531	87.977	0.53[0.12,0.94]	Moderate Effect
Number of Participants	0-40	27	47.067	0.866	91.924	0.87[0.62,1.11]	High Effect
	41-80	37	37.156	0.534	94.202	0.53[0.36,0.71]	Moderate Effect
	> 80	23	27.683	0.378	92.689	0.38[0.24,0.52]	Small Effect

Based on Table 9, in publication years, starting from 2018-2023, English-subtitled videos as learning media for speaking, listening and vocabulary have a significant impact in 2022 with an estimate of 0.771 with a minimum value of 0.43 and maximum value of 1.11. While in 2019, 2020, 2021, and 2023 have the same impact which is in the moderate category, with an estimate in 2019 of 0.568, in 2020 of 0.441, in 2021 of 0.734 and finally in 2023 with an estimate of 0.531. Furthermore, for 2018, with a small effect with an estimate of 0.387. Finally, in the category of the number of participants, English-subtitled videos are very influential, with the number of participants less than 40 people with an estimate of 0.886 and, a minimum value of 0.62 and a maximum value of 1.11. For the number of participants ranging from 41-80, the effect size is 0.53, which is in the moderate category with a minimum value of 0.36 and the maximum value of 0.71. Furthermore, for the number of participants, more than 80 are included in the small effect with an effect size value of 0.38, a minimum value of 0.24, and the maximum value of 0.52. Based on the above statements, it can be concluded that the use of English-subtitled video is more effectively used with the number of participants less than 40. This data is proved by the research conducted (Ridha et al., 2022) with an effect size of 1.985, which considered in high category, and resulted that English-subtitled video make studying more interesting, and (Khadawardi, 2022) with an effect size of 1,838, also considered in high category, which results included that watching English-subtitled video had an effective learning result and a positive impact on students' vocabulary.

CONCLUSION

In light of the findings from this study, English-subtitled videos prove to be a moderately effective medium for enhancing speaking, listening, and vocabulary skills, accounting for 59% of the observed impact. However, a closer examination of individual skills, as outlined in Table 8, highlights that the use of English-subtitled videos has the most substantial positive effect on speaking proficiency, with an estimated effect size of 0.643. This effect is notably higher than the impact on listening and vocabulary skills. When assessing the influence of English-subtitled videos over different publication years, it becomes evident that the year 2022 emerges as particularly influential, falling into the high impact category with an estimated effect size of 0.771. Conversely, the lowest influence is observed in studies published in 2018, with an effect size estimate of 0.387. Furthermore,

when considering the number of participants, it is apparent that studies with fewer than 40 participants exhibit the most significant impact, with an estimated effect size of 0.886. This suggests that English-subtitled videos are especially effective in improving speaking skills when employed with smaller sample sizes.

The study's findings hold valuable implications for educators and curriculum developers seeking to enhance language learning outcomes. The demonstrated effectiveness of English-subtitled videos, particularly in improving speaking skills, highlights the potential for integrating such multimedia resources into language instruction. As the impact is most pronounced with smaller groups, educators can consider tailoring their approaches to capitalize on this medium, creating more engaging and interactive learning experiences. Moreover, the study underscores the need for up-to-date instructional materials, with the year 2022 showcasing significant impact, emphasizing the importance of staying current with evolving language teaching methodologies. These insights can guide educators and curriculum developers in making informed decisions about the implementation of multimedia resources in language education.

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