

**THE EFFECT OF SUBTITLED VIDEOS COMBINED
WITH THE FLIPPED CLASSROOM METHOD ON
STUDENTS' READING COMPREHENSION**

SKRIPSI

**Diajukan kepada
Universitas Pendidikan Ganesha
Untuk Memenuhi Salah Satu Persyaratan dalam Menyelesaikan
Program Sarjana Pendidikan Bahasa Inggris**



**Oleh
Ni Kadek Refi Marsita Yani
NIM 2112021073**

JURUSAN PENDIDIKAN BAHASA INGGRIS

FAKULTAS BAHASA DAN SENI

UNIVERSITAS PENDIDIKAN GANESHA

SINGARAJA

2025

LEMBAR PERSETUJUAN PEMBIMBING

SKRIPSI

**DIAJUKAN UNTUK MELENGKAPI TUGAS AKHIR
DAN MEMENUHI SYARAT-SRAYAT UNTUK
MENCAPAI GELAR SARJANA PENDIDIKAN**

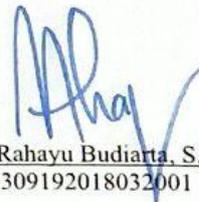
Menyetujui,

Pembimbing I,



I Putu Indra Kusuma, S.Pd., M.Pd. Ph.D.
NIP. 198701172014041001

Pembimbing II,

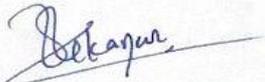


Luh Gd Rahayu Budiarta, S.Pd., M.Pd.
NIP. 199309192018032001

LEMBAR PERSETUJUAN DOSEN PENGUJI SKRIPSI

Skripsi oleh Ni Kadek Refi Marsita Yani ini
Telah dipertahankan di depan dewan penguji
Pada tanggal 11 Agustus 2025

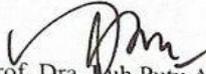
Dewan Penguji,



Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd. M.Pd.
NIP. 198104192006042002

(Ketua)

Penguji I



Prof. Dra. Luh Putu Artini, M.A., Ph.D.
NIP. 196407141988102001

(Anggota)

Penguji II



Prof. Dr. I Nyoman Adi Jaya Putra, M.A.
NIP. 196203191987031001

(Anggota)

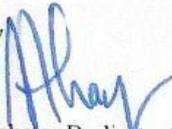
Penguji III



I Putu Indra Kusuma, S.Pd., M.Pd. Ph.D.
NIP. 198701172014041001

(Anggota)

Penguji IV



Luh Gd Rahayu Budiarta, S.Pd., M.Pd.
NIP. 199309192018032001

(Anggota)

**LEMBAR PERSETUJUAN DAN PENGESAHAN PANITIA UJIAN
SKRIPSI**

Diterima oleh Panitia Ujian Fakultas Bahasa dan Seni
Universitas Pendidikan Ganesha
guna memenuhi syarat-syarat untuk mencapai gelar sarjana pendidikan

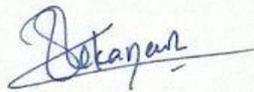
Pada:

Hari : Senin
Tanggal : 11 Agustus 2025

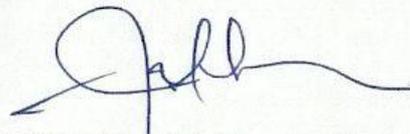
Mengetahui,

Ketua Ujian,

Sekretaris Ujian,

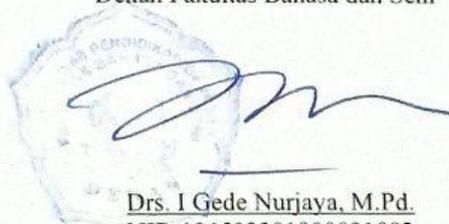


Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd. M.Pd.
NIP. 198104192006042002



Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.
NIP. 198304022006042001

Mengesahkan
Dekan Fakultas Bahasa dan Seni



Drs. I Gede Nurjaya, M.Pd.
NIP. 196503201990031002

SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa karya tulis yang berjudul "The Effect of Subtitled Videos Combined with the Flipped Classroom Method on Students' Reading Comprehension" beserta seluruh isinya adalah benar- benar karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan tidak sesuai ketentuan yang berlaku dalam penyusunan karya ilmiah.

Atas pernyataan ini, saya siap menanggung risiko/sanksi yang dijatuhkan kepada saya sesuai dengan ketentuan yang berlaku, apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan dalam karya saya ini atau ada klaim terhadap keaslian karya saya ini.

Singaraja, 11 Agustus 2025

Yang membuat pernyataan,



Ni Kadek Refi Marsita Yani

NIM. 2112021073

DEDICATION

This thesis is highly dedicated to:

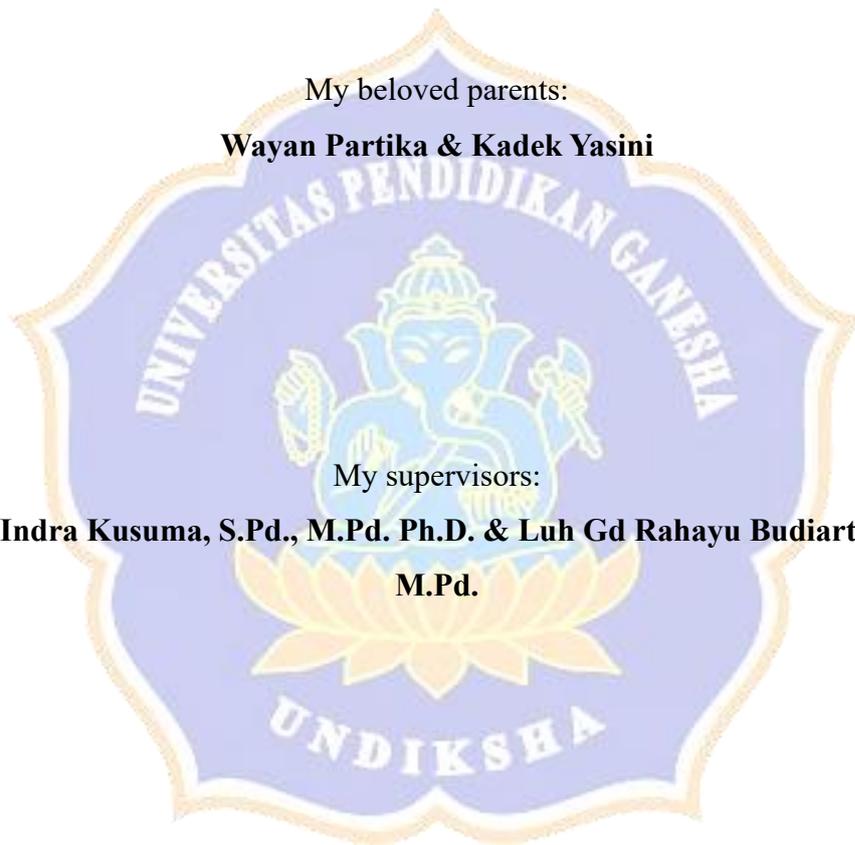
Ida Sang Hyang Widhi Wasa

My beloved parents:

Wayan Partika & Kadek Yasini

My supervisors:

**I Putu Indra Kusuma, S.Pd., M.Pd. Ph.D. & Luh Gd Rahayu Budiarta, S.Pd.,
M.Pd.**



And all my family, my friends that always ready to help me during the preparation of this thesis.

ACKNOWLEDGEMENT

For His unfathomable love, wisdom, and blessings that accompanied each step of the completion of this thesis, "The Effect of Subtitled Videos Combined with the Flipped Classroom Method on Students' Reading Comprehension," all glory and thanks are due to the Almighty God, Ida Sang Hyang Widhi Wasa. The author admits that it was only by His grace that this work was successfully finished. One of the requirements for earning a Bachelor of Education degree from Ganesha University of Education was writing this thesis.

During the process of writing this research, the author encountered various obstacles. However, encouragement, guidance, and assistance from various parties helped the author overcome each challenge. Therefore, the author expresses his sincere appreciation and gratitude to:

1. I Putu Indra Kusuma, S.Pd., M.Pd., Ph.D., as my first supervisor, for his guidance, constructive input, and patience, which were crucial in maintaining the focus and systematic direction of this research.
2. Luh Gd Rahayu Budiarta, S.Pd., M.Pd., as my second supervisor, for her valuable advice and insightful suggestions that have significantly improved the quality of the content and presentation of this research.
3. A.A. Gede Yudha Paramartha, S.Pd., M.Pd., as my academic advisor, for his consistent guidance and support throughout my studies.
4. All the lecturers in the English Language Education Study Program, who generously shared their expertise, experience, and encouragement throughout my studies, provided a strong foundation for my thesis and my future professional development.
5. My beloved parents, Wayan Partika and Kadek Yasini, whose prayers, affection, sacrifice, patience, and unwavering support, both moral and financial, have been the greatest strength behind my education and the completion of this thesis.

6. My best friends, Risa, Lia, Sintha, and Cindy, for their encouragement, companionship, and constant support throughout the research and writing process.
7. My entire family, older brother, younger brother, sister in-law, nephew, cousins, and my pet cats, who have been a source of comfort and motivation during difficult times.
8. SMA Negeri 1 Seririt, especially the English teacher, Mr. Suarsa, who provided the necessary permission and support to conduct this research, and all the students in grades XI 1 and XI 2, whose active participation and enthusiasm were key to the success of this research.
9. Special thanks to the K-Pop idol group EXO, especially Park Chanyeol, whose music, dedication, and inspiring personality have been an unwavering source of inspiration. The phrase "We are one!" is more than just a slogan; it has become a spirit that motivates me to persevere and complete this journey.

Despite the author's admission of the thesis's shortcomings, it is believed that it will greatly improve education, particularly in the field of English language learning. Any criticism or recommendations for improvements would be welcome by the author.

Seririt, 22 Juli 2025

Ni Kadek Refi Marsita Yani

TABLE OF CONTENT

DEDICATION	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENT	viii
LIST OF FIGURES	xi
LIST OF TABLES	xii
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Problem Identification	5
1.3 Limitations of the Study	6
1.4 Research Question	7
1.5 Research Objective	7
1.6 Significance of the Study	7
1.6.1 Theoretical Significance	7
1.6.2 Practical Significance	7
CHAPTER II REVIEW OF RELATED LITERATURE	9
2.1 Theoretical Review	9
2.2 Empirical Review	15
2.3 Conceptual Framework	23
2.4 Research Hypothesis	24
CHAPTER III RESEARCH METHOD	25
3.1 Research Setting	25
3.1.1 Research Place	25
3.1.2 Research Time	25
3.2 Research Design	25
3.3 Population and Sample	27

3.3.1 Population of the Research	27
3.3.2 Research Sample.....	28
3.3.3 Sampling Technique.....	29
3.4 Internal and External Validity Control	29
3.4.1 Internal Validity Control	30
3.4.2 External Validity Control	30
3.5 Method of Data Collection	31
3.5.1 Instrument of Data Collection.....	31
3.6 Method and Data Analysis	33
3.6.1 Descriptive Statistical Analysis	33
3.6.2 Inferential Statistic Analysis	34
3.7 Statistical Hypothesis	36
3.7.1 Null Hypothesis (H_0).....	36
3.7.2 Alternative Hypothesis (H_a or H_1)	36
CHAPTER IV FINDING AND DISCUSSION.....	37
4.1 Data Description.....	37
4.1.1 Description and Frequency	39
4.2 Pre-Requisite Analysis	48
4.2.1 Normality Test	48
4.2.2 Homogeneity Test	48
4.3 Hypothesis	49
4.3.1 Independent Sample T-Test.....	49
4.3.2 Paired Sample T-Test	51
4.4 Discussion	52
4.5 Implication.....	54
4.5.1 Theoretical Implication.....	54
4.5.2 Practical Implication.....	55

CHAPTER V CLOSURE	57
5.1 Summary	57
5.2 Conclusion.....	57
5.3 Suggestions.....	58
5.3.1 For Teachers.....	58
5.3.2 Further Researchers	58
REFERENCES.....	60
APPENDIX.....	70



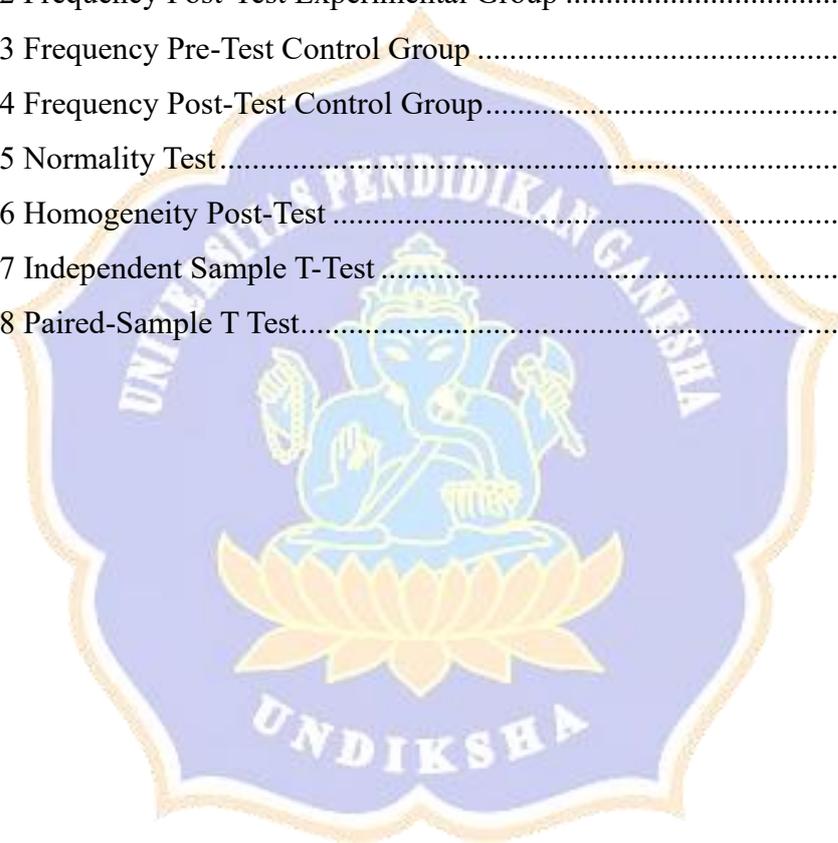
LIST OF FIGURES

Figure 2. 1 Conceptual Framework Diagram.....	23
Figure 4. 1 Implementation of Treatment	39
Figure 4. 2 Pre-Test Histogram Experimental Group	41
Figure 4. 3 Post-Test Histogram Experimental Group.....	43
Figure 4. 4 Pre-Test Histogram Control Group.....	45
Figure 4. 5 Post-Test Histogram Control Group.....	47



LIST OF TABLES

Table 3. 1 Quasi-Experimental Design	27
Table 3. 2 Population of the Study	28
Table 3. 3 Sample of the Study	29
Table 3. 4 Interpretation of Normality Test.....	34
Table 3. 5 Interpretation of Homogeneity Test	35
Table 4. 1 Frequency Pre-Test Experimental Group	39
Table 4. 2 Frequency Post-Test Experimental Group	42
Table 4. 3 Frequency Pre-Test Control Group	44
Table 4. 4 Frequency Post-Test Control Group.....	45
Table 4. 5 Normality Test.....	48
Table 4. 6 Homogeneity Post-Test	49
Table 4. 7 Independent Sample T-Test	50
Table 4. 8 Paired-Sample T Test.....	51



LIST OF APPENDICES

Appendix 1 Attachment Letters	70
Appendix 2 Data Experimental Group.....	72
Appendix 3 Data Control Group	74
Appendix 4 Lesson Plan Meeting 2 and 3 for Experimental Group	76
Appendix 5 Lesson Plan Meeting 4 and 5 for Experimental Group	90
Appendix 6 Lesson Plan Meeting 6 and 7 for Experimental Group	99
Appendix 7 Lesson Plan Meeting 2 and 3 for Control Group	110
Appendix 8 Lesson Plan Meeting 4 and 5 for Control Group	123
Appendix 9 Lesson Plan Meeting 6 and 7 for Control Group	132
Appendix 10 Blueprint of Reading Comprehension Test	142
Appendix 11 Reading Comprehension Test.....	143
Appendix 12 Researcher Notes.....	148
Appendix 13 Content Validity Lesson Plan of Experimental Group	160
Appendix 14 Content Validity Lesson Plan of Experimental Group	164
Appendix 15 Content Validity of Reading Comprehension Test	168
Appendix 16 Content Validity of Researcher Notes	172
Appendix 17 Result of Pre-Test and Post-Test Experimental Group.....	178
Appendix 18 Result of Pre-Test and Post-Test Control Group	180
Appendix 19 Inferential Statistical Analysis.....	182
Appendix 20 Hypothesis Result.....	184
Appendix 21 Documentation	185