# THE USE OF SHORT ENGLISH MOVIES WITH ENGLISH SUBTITLED ON IMPROVING STUDENTS' READING COMPREHENSION OF ELEVENTH GRADE

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## ABSTRACT

Reading in English provides learners with the opportunity to develop their vocabulary, improve their comprehension skills. In this research, the writer wants to know the significant effect on students' reading comprehension with using short English movies with English subtitled. This research used a quantitative method with quasi- experimental design. The population in this research were eleventh grade students from SMK Gemilang Modernland. During data collection, the writer gave a pre-test and post-test which included a total of five essay questions. The writer used IBM SPSS version 25 to analyze the data. The results of the research showed that the data were not normally distributed, and the data were homogeneous. Hypotheses testing used non-parametric statistics, the Wilcoxon Signed Rank Test which indicated that, Ha is accepted, and Ho is rejected. It can be concluded that there is a significant effect of using short English movies with English subtitled in improving students' reading comprehension at eleventh grade students of SMK Gemilang Modernland in the Academic Year 2023/2024.

**Keywords:** English Subtitled; Reading Comprehension; Short English Movies.

## INTRODUCTION

English reading is an essential aspect of language acquisition and development. Reading in English provides learners with the opportunity to develop their vocabulary, improve their comprehension skills, and enhance their cultural awareness. According to research by Yashima (2013), reading extensively in English contributes to the

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improvement of learners' linguistic competence, leading to improved proficiency in speaking, writing, and listening. In reading, there is a scope called reading comprehension which focuses on the reader's understanding of a text. When people read with comprehension, they create meaning for written language (Wittrock, 2010). Readers who read without comprehending the meaning of a text are not reading. It is supported by Serravallo (2010) who said that comprehension is at the heart of true reading, by thinking about, understanding and grasping the meaning of the text. Reading comprehension is the process of actively obtaining meaning by concerning the reader's knowledge and experience related to the content of the reading (McMaster et al., 2014). With the existence of a reading comprehension process, the reader can not only read, but also comprehend the meaning of the entire text read.

Based on the result of the analysis of the questionnaires that have been distributed in eleventh grade students, problem found that 75% of students agree that they had difficulty interpreting the meaning of the entire text in reading comprehension, due to the low mastery of English vocabulary. The remaining 25% of students

answered disapprovingly and felt that they had no difficulty reading an English text. It can be concluded that students still have a low comprehension of the reading skills of an English text.

To improve the comprehension of information in reading, the visualization process is a very important process (Hanif, Nurman; Wiedarti, 2021). The visualization process is usually found in a movie, which describes the course of a story contained in the movie. When we visualize or read images, we take part in an active and creative process, drawing on our specific and general knowledge, tastes and habits, and personal contexts to create and make sense of what we see (Schirato, 2004). According to Smith and Johnson (2018), combining short movies into language classrooms has been shown to improve students' listening and comprehension skills. These films' visual and auditory stimuli aid in interpreting language usage and encourage authentic language exposure. Furthermore, Lee et al. (2020) found that short movies might serve as a bridge between conceptual language learning and practical usage, which allowed students to see language in real-life contexts.

The writer has the purpose of this research, which is to examine the effect of short English movies with

English subtitles on students' reading comprehension on grade 11 students at SMK Gemilang Modernland. In the other words, the purpose of this research is to determine whether there is an effect of short English movies in grade 11 students on their reading comprehension.

According to Woolley (2011), the process of analyzing meaning from text is referred to as reading comprehension. During the reading process, students develop mental models, or representations of the meaning of the text ideas, to comprehend the text information. Reading comprehension is the ability to understand and extract meaning from written text. Students can easily obtain various types of information by reading. Reading is another skill that students must master to comprehend a reading context. Studies have also demonstrated the importance of prior knowledge and background information in supporting reading comprehension. This includes both general knowledge about the world and specific knowledge related to the topic being read (Graesser, McNamara, & Van Etten, 2014). Additionally, reading comprehension can be influenced by various reading strategies, such as monitoring comprehension, asking questions, making connections, and

summarizing (Block & Parris, 2012). Effective reading instruction should therefore consider these factors and provide students with opportunities to build their background knowledge, develop reading strategies, and practice applying these skills in context (Paris & Paris, 2001).

The National Reading Panel (2000) found that teaching students to use strategies, such as identifying the main idea and making inferences, can improve their comprehension skills. In addition, to using comprehension strategies, it is also important for students to have a wide vocabulary and a strong background knowledge in the topic they are reading about. Moreover, researchers have found that motivation and engagement also play a crucial role in reading comprehension. For instance, a study by Guthrie and Wigfield (2000) found that when students are motivated and interested in what they are reading, they are more likely to comprehend and remember the information.

Teaching reading comprehension is a crucial aspect of any language arts curriculum, as it helps students to develop critical thinking skills and to engage with texts on a deeper level. One effective approach to teaching reading comprehension is to use explicit

instruction, which involves breaking down the process of reading comprehension into specific skills and strategies. For example, teachers might teach students how to identify main ideas, make inferences, and use context clues to understand new vocabulary words. By explicitly teaching these skills and modeling how to apply them, students can develop a deeper understanding of what they are reading and become more confident and independent readers.

According to research, using explicit instruction to teach reading comprehension has been shown to be effective for a wide range of students, including those with learning disabilities or English language learners (ELLS). A study by Cheung and Slavin (2013) found that explicit instruction in reading comprehension led to significant improvements in reading comprehension scores for both ELLs and native English speakers. Similarly, a study by Vaughn et al. (2010) found that explicit instruction was effective for improving reading comprehension skills in students with learning disabilities. These findings suggest that explicit instruction can be a powerful tool for helping all students to become better readers.

Teaching reading comprehension is an essential part of any language arts curriculum. Using explicit instruction and graphic organizers can help students to develop critical thinking skills and engage with texts on a deeper level. By using these approaches, teachers can help students to become more confident and independent readers who are better equipped to navigate the complex world of written communication.

Short English movies are cinematic works that typically range in length from three to twenty minutes (Gray, 2020). Short English movies also become a popular tool used in education for a variety of purposes. They are an effective educational tool that can be used in a variety of ways to improve students' learning experiences. Short English movies can be used in the classroom to introduce new topics, reinforce existing knowledge, and spark discussions. They are especially useful for visual learners, who may find it easier to understand complex concepts when presented visually. Akbari and Salehi (2018) also said that short English movies are especially beneficial for developing learners' language skills because they introduce them to genuine language usage, cultural practices, and social rules.

According to a study conducted by Mohd Nor et al. (2020), using short

English movies in language classrooms improved students' language skills as well as their motivation and interest in the subject. The study also discovered that students who watched short films had higher levels of engagement and knowledge retention than those who did not. The ability of short English movies to engage students is one of the most significant advantages of using them in education. These films could be a fun and engaging way for students, especially those who struggle with traditional classroom methods, to learn new concepts and ideas.

Another important advantage of short English movies in education is that they may make learning more interesting and exciting for students. Unlike conventional learning methods, movies include an audio and visual component that can make learning more enjoyable and engaging. Short English movies in education, according to Khan, Ali, and Khan (2018), can encourage students to learn by making the learning experience more interactive and enjoyable.

Short English movies with English subtitles are an excellent resource for English language learners to improve their listening and comprehension skills. These movies often tell a complete story or convey a particular message. The use of subtitles allows students to follow the dialogue while also learning new vocabulary and grammar structures. Furthermore, the movie's visual aspect provides context for the language, making it easier for students to understand the meaning of words and phrases. Watching movies with subtitles also can improve vocabulary acquisition and increased the motivation of language learners (Jin, 2017). Another research conducted by Chen (2021), short English movies with English subtitles improve language learners' motivation, engagement, and learning outcomes.

Han and Lee (2020) also said that watching short movies with subtitles can improve not only listening and reading skills but also speaking and writing skills. This is because short movies often have a simple plot and limited dialogue, which allows learners to focus on understanding the language used in the movie. Furthermore, subtitles provide an opportunity for learners to connect the spoken words with their written form, which can aid in the acquisition of grammar and vocabulary.

Short movies are especially useful for teaching English because they can accommodate a variety of proficiency levels and learning styles. Teachers can select movies that correspond to their students' interests

and language abilities, and then use them to facilitate discussions and activities that enhance the targeted language skills. Additionally, short movies can be used to teach a wide range of language topics, including grammar, vocabulary, pronunciation, and cultural nuances. Furthermore, using short movies can support the development of cultural understanding and appreciation among language learners. As noted by Davis and Patel (2018), movies can provide a window into different cultures and ways of life, allowing students to explore and appreciate the diversity of the English-speaking world. Students can gain a deeper understanding of the social and cultural contexts of the language they are learning by analyzing and discussing the themes and messages conveyed in the movies. Teaching English using short movies can be an effective and engaging approach to language instruction. Teachers can provide students with a fun and immersive learning experience that improves their language skills and cultural awareness by incorporating movies into their lesson plans.

## METHODS

The research used quantitative research. The writer uses a quasi-experimental design, the participants were separated into two groups: experimental group and control group. The writer uses short English movies with English subtitled to teach students in the XI TKJ as an experimental class and does not use short English movies with English subtitles in the XI OTKP as a control class. The writer included a test as a research instrument to gather data for this research. The test is divided into two parts: pre-test and post-test. The writer also used an essay question with 5 questions on each video of the short English movies. The number of participants used by using total sampling technique with total participant is 48 students. The writer used a quantitative analysis of student scores for this research. After collecting the data, the writer analyzed it with the SPSS program. An analysis prerequisite test and a hypothesis test contain the data analysis technique. A normality test using the Shapiro-Wilk and a homogeneity test using the F test with a significance level > 0.05 are required for analysis in this research. The hypotheses were tested using a Wilcoxon test with a significance level < 0.05.

## FINDINGS AND DISCUSSION

### Findings

This research was conducted at SMK Gemilang Modernland. The writer

took 12 meetings, with 6 meetings in each class. The population was defined by the writer as students in the eleventh grade, and the sample was the XI TKJ and XI OTKP classes. The writer also used a quasi-experimental, which means that treatment was used in experimental classes, especially in class XI TKJ, in the control class, uses class XI OTKP with no treatment. The tests were pre-test and post-test. The test was aimed to determine the effect of short English movies with English subtitled on students' reading comprehension. Then, the writer analyzed the results after giving the pre-test and post-test in the experimental class to determine the students' scores. The test result was referred to as data, and it would be analyzed using SPSS 25.

The writer conducted an analysis of the data obtained from students' scores on the pre-test and post-test results. The following table shows the descriptive statistics for the pre-test and post-test in the experimental and control groups:

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Pre-Test Experiment | 28 | 25 | 95 | 62.50 | 23.274 |
| Post-Test Experiment | 28 | 35 | 95 | 69.82 | 13.016 |
| Pre-Test Control | 20 | 30 | 95 | 59.00 | 14.743 |
| Post-Test Control | 20 | 50 | 85 | 72.25 | 8.807 |
| Valid N (listwise) | 20 | | | | |
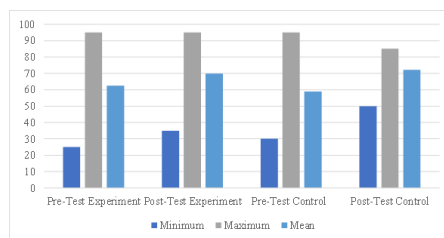


Based on the descriptive statistics presented above, the minimum score in experimental class for pre-test was 25 and for post-test was 35, while in the control class the minimal score for pre-test was 30 and for post-test was 50. Then, the maximal score in experimental class for pre-test was 95 and post-test was 95, while in the control class the maximal score for pre-test was 95 and post-test was 85. Although, the mean score for experimental class in pre-test was 62.50 and in the post-test was 69.82. While the mean score in the control class for pre-test was 59.00 and for post-test was 72.25.

Afterward, the writer did the test of normality and homogeneity, and the results is the data was not normally distributed and were homogeneous. Then, the hypotheses were tested to answer about whether significant effect of short English movies with English subtitled in teaching reading comprehension at SMK Gemilang Modernland. Considering that the data from this research failed to fulfill the parametric test specifications, the writer

used a non- parametric test, the Wilcoxon test.

Table 2. The Result of Wilcoxon Test

| | | N | Mean Rank | Sum of Ranks |
|---|---|---|---|---|
| Post-test Experiment - Pre-test Experiment | Negative Ranks | 8[a] | 12.25 | 98.00 |
| | Positive Ranks | 17[b] | 13.35 | 227.00 |
| | Ties | 3[c] | | |
| | Total | 28 | | |
| Post-test Control - Pre-test Control | Negative Ranks | 3[d] | 6.33 | 19.00 |
| | Positive Ranks | 17[e] | 11.24 | 191.00 |
| | Ties | 0[f] | | |
| | Total | 20 | | |

Source: SPSS 25

Based on the results of students' pre-test and post-test scores, as many as 8 students in the experimental class experienced a decrease in scores from pre-test to post-test, with a total Mean Rank of 12.25 and a Sum of Ranks of 98.00. Meanwhile, as many as 17 students in the experimental class increased from pre-test to post-test scores, with a total Mean Rank of

13.35 and a Sum of Ranks of 227.00. And as many as 3 other students had the same scores on their pre-test and post-test. While in the control class, as many as 3 students experienced a decrease in scores from pre-test to post-test, with the number of Mean Rank which is 6.33 and Sum of Ranks which is 19.00. Meanwhile, as many as 17 students increased from pre- test to post-test scores, with the number of Mean Rank which is 11.24 and Sum of Ranks which is 191.00.

Table 3. Test Statistics

| | Post-test Experiment - Pre-test Experiment | Post-test Control - Pre-test Control |
|---|---|---|
| Z | -2.463[b] | -3.236[b] |
| Asymp. Sig. (2-tailed) | .014 | .001 |

Hypotheses testing criteria are:

If Asymp. Sig. (2-tailed) > 0.05 it means that H0 is accepted, and if Asymp. Sig. (2-tailed) <0.05 means that H0 is rejected. Instead, Ha is accepted if Asymp. Sig. (2-tailed) < 0.05, and Ha is rejected if Asymp. Sig. (2-tailed) > 0.05. In conclusion, based on the data of the table, we can conclude that the sum of the values of Asymp. Sig. (2-tailed) which is 0.014 and 0.001 (< 0.05) it means alternative hypotheses (Ha) was accepted and null hypotheses (H0) was rejected.

## Discussions

The research had the purpose to determine whether there is an effect of the use of short English movies with English subtitled on students' reading comprehension. In this research, the writer used a quasi-experimental, which is experimental class and control class in SMK Gemilang Modernland in academic year 2023/2024. The writer

uses short English movies with English subtitled to teach students in the XI TKJ as an experimental class and does not use short English movies with English subtitles in the XI OTKP as a control class. A pre-test and a post-test were conducted as separate sessions for this research. The required data was then gathered by conducting a pre-test and post-test to SMK Gemilang Modernland class XI students, the pre-test was distributed to both classes, in the experimental class the pre-test was distributed before students were given treatment using short English movies with English subtitled, and in the control class, the pre-test was distributed before being given the subject matter. The pre-test contained 5 essay questions. After completing the pre-test, the writer provided treatment to both classes. Research have been conducted using short English movies with English subtitles in the experimental class and conventional teaching methods in the control class. In each class, the learning process was carried out in six meetings. After the treatment, the writer was given a post-test. The post-test was in the form of 5 items of essay question that have been arranged according to the question requirements of the reading comprehension and in accordance with the teaching materials. A post-test was

created to determine whether there is a substantial effect on students' reading comprehension by using short English movies with English subtitled.

While using the media applied in learning, the writer monitors and gives several questions to students so that students can understand and analyze the stories contained in the short English movies. It is meant to provide students with English vocabulary and to improve their reading comprehension by using subtitles in short English movies. Comparison of post-test results between using short English movies with English subtitled with conventional learning material that the results of post-test in experimental classes using media show superior results than control classes using conventional learning.

It proves that watching short English movies with English subtitled influences their reading comprehension. The addition of media into the learning process could help students in improving their reading comprehension. It is supported by Chen (2021) who said that short English movies with English subtitles improve language learners' motivation, engagement, and learning outcomes. Similarly, the researchers, Jin (2017) said that watching movies with

subtitles also can improve vocabulary acquisition and increased the motivation of language learners. Students were more enthusiastic, and were not bored easily, and therefore showed a high level of interest when learning English by watching short English movies with English subtitled.

According to the results of the pre-test and post-test in both the experimental and the control classes, as well as some previous research, it is possible to conclude that using short English movies with English subtitled influences students' reading comprehension in the eleventh grade at SMK Gemilang Modernland in academic year of 2023/2024.

## CONCLUSIONS

Based on the finding above, it can be concluded that by using short English movies with English subtitles in the learning activities it showed the significant difference between before and after a treatment. It is possible to conclude that students' reading comprehension scores in the experimental class improved significantly after learning English through short English movies with English subtitled. The result of the Wilcoxon test on Asymp Sig. (2-tailed) is 0.014, which means it is < 0.05, so there is a significant effect. In conclusion, short English movies with English subtitled can be used as a media in learning English to improve students' reading comprehension especially because the students' reading comprehension was significantly improved by this media.

This research also showed that implementing short English movies with English subtitled for the eleventh-grade students of SMK Gemilang Modenland influences students' reading comprehension. The results of reading comprehension scores from the pre-test and post-test showed that some students experienced increases and decreases in grades. Students may be less focused and paying less attention when short English movies are showed up, which can result in a decrease in grades. On the other hand, students said that using short English movies with English subtitled makes them interested in learning English and can discover new vocabulary. The research also showed that the difference between pre-test and post-test is significant. It can be concluded that by watching short English movies with English subtitled can increase on students' reading comprehension.

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