

Improving Students' Reading Comprehension Through Film Clips to the Eighth Grade Students of SMP Negeri 29 Samarinda

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Abstract

This study investigates the impact of using English film clips with subtitles on improving reading comprehension and language skills among eighth-grade students at SMP Negeri 29 Samarinda. Conducted during the 2023–2024 academic year, the quasi-experimental research involved 33 students from Class 8A, divided into an experimental group and a control group. Over eight weeks, the experimental group engaged with film clips featuring subtitles, while the control group followed conventional English lessons. Data collection included pre- and post-tests using a validated 25-item multiple-choice reading test, as well as surveys and observation checklists. Statistical analysis, including paired sample t-tests, revealed significant improvements in the experimental group's reading comprehension compared to the control group. Post-test results showed a substantial rise in performance, with 20% of the experimental group achieving “excellent” scores, a category absent in their pre-test results. The findings underscore the effectiveness of multimedia learning tools in fostering student engagement and enhancing academic outcomes. This study supports integrating English film clips into language instruction to create dynamic learning environments that cater to diverse learning styles and improve educational outcomes. Future research could extend these findings by exploring the long-term effects of such multimedia interventions and their applicability across different educational contexts.

Keywords: Film Clips, Language Teaching, Multimedia Learning, Reading Skills, Vocabulary Acquisition

INTRODUCTION

Mastering English proficiency is crucial for junior high school students in Indonesia, as English serves as a gateway to global education, professional opportunities, and international communication. English has evolved from being merely a foreign language to a crucial tool for success in a globalized society. English language education plays a pivotal role in international education, facilitating cross-cultural exchange and collaboration; it serves as a gateway to international resources, enhancing academic and career development by providing access to global educational materials and job opportunities (Zhang, 2024). Proficiency in English not only enhances employability and career advancement but also promotes cultural exchange through literature, media, and the arts, fostering understanding and appreciation



among divers communities (Atasheva, 2024). Therefore, improving English language skills remains a key priority in Indonesian education policy.

Achieving a comprehensive understanding of English requires proficiency in four fundamental skills; reading, writing, speaking, and listening. Listening enables students to comprehend spoken language across various contexts, a critical component highlighted by Harmer (2007) in *The Practice of English Language Teaching*, who underscores its importance in language acquisition. Similarly, Brown (2001) emphasizes the role of speaking proficiency in allowing students to articulate their thoughts and engage effectively in discussions, a cornerstone of meaningful communication. Moreover, as discussed by Day and Bamford (1998), that reading not only enhances vocabulary and comprehension but also introduces learners to diverse writing styles and cultural perspectives. Besides, according to Hyland (2003), writing is essential for expressing ideas logically and clearly, a skill critical for success in academic and professional settings. Together, these four skills form the foundation of English language proficiency, enabling students to fully engage in academic, professional, and everyday interactions.

Reading is a fundamental aspect of English proficiency and plays a crucial role in language learning. Some literature sources showed that extensive reading in a second language not only enhances vocabulary and comprehension but also exposes learners to varied writing styles and cultural perspectives, fostering a deeper understanding of diverse contexts (Day & Bamford, 1998). As an effective language acquisition strategy, reading can significantly improve proficiency within a relatively short period (Krashen, 2004). Engaging with diverse texts helps students increase reading speed and grasp nuanced language, idiomatic expressions, and complex grammatical structures. Additionally, strong reading comprehension skills are vital for academic success, enabling students to interpret and apply information from texts effectively (Grabe & Stoller, 2011). Herein, proficiency in reading equips learners with the ability to critically analyze texts and develop well-founded arguments, essential for academic and professional achievements.

In addition, effective reading strategies, such as skimming, scanning, and drawing inferences, are essential for efficient reading (Nuttall, 2005). These techniques enable students to identify key information and grasp main ideas quickly without being hindered by unfamiliar words or minor details. Incorporating extensive reading programs into the curriculum can cultivate a love for reading, sparking intellectual curiosity and fostering a lifelong passion for learning. Moreover, comprehensive reading programs that integrate phonics, vocabulary



development, and comprehension techniques can significantly enhance students' reading skills and overall academic performance (National Reading Panel, 2000). For Indonesian junior high school students, mastering reading skills is critical for acquiring English language proficiency. By engaging with diverse texts and applying effective reading strategies, students can strengthen their reading comprehension, expand their vocabulary, and develop critical thinking skills, which are indispensable for academic and professional success.

The students at SMP Negeri 29 Samarinda face significant challenges in improving their English reading comprehension. A common issue is their reluctance and anxiety when engaging with English texts, often stemming from uninspiring teaching methods that fail to accommodate diverse learning styles. Traditional approaches, which rely heavily on rote memorization and monotonous lectures, can undermine students' confidence and motivation. As a result, they struggle to find enjoyment in reading and may not develop the skills necessary to understand and appreciate English literature. To address these challenges, the author proposes innovative strategies aimed at enhancing students' foundational reading abilities and fostering their interest in reading, with a particular focus on improving clarity and precision in reading aloud.

Many educational ideas and real-world studies support the use of multimedia in language learning. It was supported by Mayer (2009) in *Cognitive Theory of Multimedia Learning*, he suggests that presenting information in both spoken and visual forms enhances learning effectiveness by engaging dual cognitive channels, thereby improving comprehension and retention. Herein, this study aligns with his theory through the use of film clips with subtitles, which combine spoken dialogue with written text to facilitate dual-mode learning. This approach likely contributed to the observed improvements in language acquisition and reading comprehension. Similarly, Paivio (1986) in *Dual Coding Theory* emphasizes that combining audio and visual inputs strengthens learning by providing multiple pathways for processing information. In this case, films, as a multimedia tool, offer authentic language input and immersive experiences in real-life contexts that traditional text-based methods often cannot replicate. In line with this, Lonergan (1984) highlighted the effectiveness of videos in maintaining student interest through varied verbal and visual stimuli, which aid understanding and memory retention. Furthermore, Vanderplank (1988) demonstrated that subtitles support learning by providing immediate access to the written form of spoken language, which can enhance vocabulary acquisition and reading skills.

This study explores the use of English film clips as a teaching tool to enhance the



reading comprehension of eighth-grade students at SMPN 29 Samarinda. Hereby, this study aimed to explore the effectiveness of using English film clips as a teaching technique to enhance the reading comprehension of eighth-grade students at SMPN 29 Samarinda. By addressing this research issue, the study intends to add to the corpus of information about multimedia-assisted language acquisition. This study, which focuses on the specific context of SMP Negeri 29 Samarinda, seeks to equip teachers with actionable insights for improving English language instruction and student learning results. The findings could help teachers use digital resources into their lesson plans to create more interesting and effective learning environments.

Hereinafter, this study ultimately aims to address the challenges faced by students at SMP Negeri 29 Samarinda in learning English by incorporating engaging multimedia tools into their lessons. Specifically, it leverages English film clips to improve students' reading comprehension, thereby enhancing their overall academic performance and language proficiency. This approach is intended to foster greater student engagement in learning English, leading to improved academic outcomes and long-term language development.

METHOD

This study was conducted at SMPN 29 Samarinda with 33 students from class 8A during the 2023-2024 academic year. Adopting a quasi-experimental design, the study incorporated pre- and post-test assessments to evaluate the impact of English film clips with subtitles on students' reading comprehension. The method utilizes a pre- and post-test design to evaluate the enhancements in English reading comprehension. The participants were exposed to these film clips over an eight-week period. Pre-treatment and post-treatment assessments will be conducted to measure changes in reading and language skills. The effectiveness of this multimedia approach will be determined through comprehensive data analysis.

Then, the technique in collecting the data in this study was a research instrument in form of multiple-choice reading test with a set of 25-items text comprehension questions. The multiple-choice reading test, designed to measure reading skills before and after the treatment, underwent validation and reliability checks using standard. Creswell (2012) stated that validity is defined as the degree to which an instrument measures what it is intended to measure, and reliability refers to the consistency or stability of the scores. Together, validity and reliability are essential for ensuring that research instruments provide accurate, consistent, and



credible data, which form the foundation for sound conclusions and recommendations in any study.

The primary function of the multiple-choice reading test was to assess students' reading comprehension. The test's validity and reliability were confirmed through pilot testing and statistical analysis. To ensure the comparability of the experimental and control groups, a similarity test was conducted.

Initially, all students completed a reading test to establish baseline data. Throughout the intervention, the experimental group watched selected English film clips with English subtitles during regular classroom sessions, accompanied by discussions and activities designed to enhance comprehension and vocabulary. The control group continued with their regular English lessons without exposure to film clips. After the intervention, all students took the same reading test.

Data analysis involved both descriptive and inferential statistics. Descriptive statistics summarized the pre-test and post-test scores, while inferential statistics, including paired sample t-tests, were utilized to compare pre-test and post-test scores within the experimental group. Independent sample t-tests were employed to evaluate differences in performance between the experimental and control groups. T-tables and t-tests were used to determine the significance of the results.

RESULT AND DISCUSSION

The following data were collected from the pre-test and post-test assessments administered before and after the intervention. This analysis compares the scores of the experimental group, who were exposed to English film clips with English subtitles, with those of the control group, who continued their standard English lessons without any additional multimedia intervention. The data are categorized by score intervals to provide a clear and detailed comparison of students' performance before and after the intervention. This categorization allows for a comprehensive evaluation of the impact of multimedia and audiovisual tools on the reading comprehension and language skill development of secondary school students.

By breaking down the data into specific score intervals, the study aims to highlight the effectiveness of incorporating English film clips into the curriculum. This detailed analysis helps in understanding how multimedia resources influence student learning outcomes. The use of such audiovisual aids is expected to enhance students' engagement and motivation,



thereby improving their overall academic performance. The evaluation focuses on determining whether the integration of film clips significantly boosts students' reading comprehension and vocabulary skills compared to traditional teaching methods.

This approach not only quantifies the improvement in students' performance but also provides insights into the potential benefits of multimedia learning tools in educational settings. The results from this study (*See Table 1*) could serve as a valuable reference for educators seeking to implement innovative teaching strategies to enhance language learning outcomes.

Score Interval	Category	Pre-test (Experiment)	Pre-test (Control)	Post-test (Experiment)	Post-test (Control)
91-100	Excellent	0 (0 %)	0 (0 %)	2 (20 %)	-
81-90	Very Good	1 (10 %)	0 (0 %)	0 (0 %)	-
71-80	Good	1 (10 %)	3 (13.04 %)	2 (20 %)	-
61-70	Fair	1 (10 %)	2 (8.7 %)	1 (10 %)	2 (8.7 %)
51-60	Poor	1 (10 %)	5 (21.74 %)	5 (50 %)	6 (26.09 %)
0-50	Very Poor	6 (60 %)	13 (56.52 %)	0 (0 %)	12 (52.17 %)
Total		100 %	100 %	100 %	100 %

Table 1. Pre-test and Post-test Frequency Data

The pre-test frequency data presented in Table 1 highlights the initial performance levels of the experimental and control groups. In the experimental group, 60% of the students were categorized as "Very Poor" (scoring between 0 and 50), and only 10% achieved a "Very Good" rating (scoring between 81 and 90). Similarly, in the control group, 56.52% of students were in the "Very Poor" category, with none reaching the "Very Good" or "Excellent" categories. These pre-test results indicate that both groups started with a comparable distribution of low reading comprehension and language skills, providing a baseline for evaluating the impact of the intervention.

Post-intervention, the experimental group showed significant improvement. Notably, 20% of the students achieved an "Excellent" rating (scoring between 91 and 100), a category that had no representation in the pre-test scores. Additionally, the percentage of students in the "Very Poor" category dropped to 0%, indicating substantial progress. In contrast, the control group saw only modest improvements. While the number of students in the "Very Poor" category decreased slightly to 52.17%, there were no students in the "Excellent" or "Very Good" categories, and the majority remained in lower performance categories. These post-test results suggest that the use of English film clips with subtitles had a positive impact on the



experimental group's reading comprehension and language skills, as evidenced by the higher performance ratings compared to the control group.

The calculated t-value of 8.46 is significantly higher than the critical t-value of 2.262, leading to the rejection of the null hypothesis. This result confirms that the observed improvement in the experimental group's scores is statistically significant at the 0.05 level. The p-value of less than 0.001 further supports this finding, indicating a high degree of confidence in the intervention's effectiveness. Thus, the use of English film clips with subtitles can be concluded to have a significant positive impact on students' reading comprehension and language skills, as demonstrated by the substantial increase in post-test scores compared to pre-test scores. These detailed analyses and results provide a comprehensive understanding of the impact of multimedia interventions on educational outcomes, highlighting their potential benefits for enhancing student learning (*See Table 2*).

Metric	Value
Mean Difference (d)	19.2
Standard deviation (Sd)	2.27
Number of pairs (n)	10
T-Value (t)	8.46
Degrees of freedom	9
Critical T-Value (0.05, two-tailed)	2.262
P-Value	<0.001

Table 2. Paired Sample T-Test Results for Experimental Group

The results of this study indicate that the use of English film clips with subtitles significantly improves students' reading comprehension and language skills. The pre-test and post-test frequency data, along with the paired sample t-test analysis, demonstrate a clear enhancement in the performance of the experimental group compared to the control group. Prior to the intervention, both groups had similar distributions of scores, with the majority of students falling into the "Very Poor" category. However, post-intervention data reveal a notable shift, with 20% of students in the experimental group achieving "Excellent" scores and no students remaining in the "Very Poor" category. In contrast, the control group showed minimal improvement, with a significant portion of students still scoring in the lower categories.



The substantial improvement observed in the experimental group aligns with the findings of previous research, which suggests that multimedia tools can enhance language learning by providing contextual and visual cues that aid comprehension (Mayer, 2009). The use of film clips with subtitles likely facilitated better understanding and retention of vocabulary and language structures, as students were exposed to authentic language use in engaging and contextually rich settings. This multimodal approach to learning caters to different learning styles, making it more effective than traditional methods alone (Paivio, 1986).

The paired sample t-test results further showed the effectiveness of the intervention. The significant t-value and low p-value indicate that the improvement in the experimental group's scores is not due to random chance but rather a direct result of the intervention. This finding is supported by Creswell (2012), who emphasizes the importance of statistical analysis in determining the significance of educational interventions. The mean difference of 19.2 points between the pre-test and post-test scores highlights the substantial impact of the film clips on student learning outcomes. Moreover, the qualitative feedback from questionnaires and observation checklists provided additional insights into the students' engagement and motivation. Many students expressed a preference for learning with film clips, citing increased interest and enjoyment as key factors. This is consistent with what Krashen (2004) said about *Affective Filter Hypothesis*, which posits that a positive emotional state can enhance language acquisition by lowering anxiety and increasing motivation.

Additionally, integrating multimedia resources like film clips in language instruction is supported by Mayer (2009), that learning is more effective when information is presented through both verbal and visual channels. This approach not only aids comprehension but also improves retention, as students can associate visual images with verbal information, enhancing their overall language learning experience.

The findings of this study also resonate with the theories of Vanderplank (1988), who found that subtitles provide immediate access to the written form of spoken language, thereby supporting vocabulary acquisition and reading proficiency. By watching film clips with subtitles, students can simultaneously see and hear new words in context, which reinforces their learning and helps them remember new vocabulary more effectively.



CONCLUSION

The results of this study indicate that the use of English film clips with subtitles significantly enhances the reading comprehension and language skills of eighth-grade students at SMP Negeri 29 Samarinda. The experimental group demonstrated marked improvement in post-test scores compared to the control group, confirming the effectiveness of multimedia as a tool for language learning. These findings validate the applicability of Mayer's Cognitive Theory of Multimedia Learning, highlighting the dual-channel processing of audiovisual materials to boost engagement and comprehension.

This research emphasizes the potential of integrating film clips with subtitles into English instruction to create more engaging and effective learning environments. The significant improvements in vocabulary acquisition and reading comprehension underline the value of multimedia tools in addressing students' learning challenges. Moreover, the positive feedback from participants demonstrates increased motivation and enjoyment, critical factors in sustained language learning.

Future studies could explore the long-term effects of such multimedia interventions across varied educational contexts and age groups. Additionally, the integration of other innovative resources, such as interactive digital platforms or virtual reality, may further expand the possibilities for enhancing language instruction. By adopting multimedia tools like film clips with subtitles, educators can foster meaningful, interactive learning experiences. This approach not only improves academic outcomes but also equips students with essential language skills for their future educational and professional pursuits.

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