

The Use of Subtitled Video to Enhance Students' Reading Comprehension: A Classroom Action Research at Eighth Grade of SMPN 18 Surakarta in 2023/2024 Academic Year.

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Abstract: This research was aimed at: (1) Describing what happen when subtitled video is implemented in teaching reading in recount text at eight grades of SMP N 18 Surakarta in the Academic Year of 2023/2024. and (2) Identifying whether the use of subtitled video improve students' reading comprehension in recount texts at eight grades of SMP N 18 Surakarta in the 2023/2024 Academic Year. This research employed Classroom Action Research, conducted in three cycles during May of the 2023/2024 academic year with VIII-G students of SMP N 18 Surakarta. Data was collected using tests, observation, interviews, questionnaires, and documentation. The data was analyzed both qualitatively and quantitatively. Qualitative analysis followed Miles and Huberman's model (data collection, reduction, display, conclusion), while quantitative data was analyzed using mean test score The result of the research show that subtitled video can improve the students' reading comprehension in recount texts. The improvements of the students' reading skill were in identifying main idea, vocabulary enrichment, findings detailed information, analysing references and inferences. The result of mean score for pre-test was 64 and post-test was 76. It can be concluded that subtitled video can improve the students' reading comprehension especially in recount text.

Keywords: Reading Comprehension, Subtitled Video, Classroom Action Research.

Abstrak: Penelitian ini bertujuan untuk 1) menggambarkan apa yang terjadi ketika video dengan *subtitle* diterapkan dalam pengajaran membaca dalam teks *recount* di kelas 8 SMPN 18 Surakarta di tahun ajaran 2023/2024 dan 2) mengidentifikasi apakah penggunaan video subtitle meningkatkan pemahaman membaca siswa dalam teks recount. Penelitian ini menggunakan metode Penelitian Tindakan Kelas, yang dilaksanakan dalam tiga siklus pada bulan Mei tahun ajaran 2023/2024 dengan siswa kelas VIII-G SMP N 18 Surakarta. Data dikumpulkan menggunakan tes, observasi, wawancara, kuesioner, dan dokumentasi. Data dianalisis secara kualitatif dan kuantitatif. Analisis kualitatif mengikuti model Miles dan Huberman (pengumpulan data, reduksi, penyajian, kesimpulan), sedangkan data kuantitatif dianalisis menggunakan nilai rata-rata tes. Hasil penelitian ini menunjukkan bahwa video dengan subtitle dapat meningkatkan pemahaman membaca siswa dalam teks recount. Peningkatan keterampilan membaca siswa adalah dalam mengidentifikasi gagasan pokok, memperkaya kosakata, menemukan informasi terperinci, menganalisis referensi dan interferensi. Hasil skor rata-rata untuk pre-test adalah 64 dan post-test 76. Dapat disimpulkan bahwa video dengan subtitle dapat meningkatkan pemahaman siswa terutama dalam teks recount.

Kata Kunci: Pemahaman Membaca, Video Bersubtitel, Penelitian Tindakan Kelas.

INTRODUCTION

In today's globalized world, English has become the lingua franca, playing a vital role in international communication across various fields such as business, trade, science, and diplomacy. It is widely spoken by people from different countries, making it a key medium for cross-cultural interaction. Given its global significance, mastering English is essential, especially for students in Indonesia who need strong language skills to compete academically and professionally. English proficiency has become a priority in Indonesia, as it is not only taught in schools but also utilized in various informal contexts to promote effective communication and knowledge acquisition. In Indonesia, students typically begin learning English in junior high school, where the curriculum focuses on developing grammar, vocabulary, and language skills. English is taught for a minimum of three years in both junior and senior high school, highlighting its importance in the formal education system. According to Lauder (2008), English has grown to be the primary foreign language taught in Indonesia, which reflects its increasing importance in academic and professional environments. Students' exposure to English in both formal and informal settings is designed to equip them with the language proficiency needed to navigate a globalized world.

English language learning involves four core skills: listening, speaking, reading, and writing, with reading being particularly crucial for academic purposes. Reading is a receptive skill that involves interpreting written symbols and understanding their meaning within a context. Brown, (2007) classifies reading as a fundamental skill that helps learners comprehend the content of a text, making it a vital tool for acquiring information and expanding knowledge. Effective reading comprehension not only enhances students' understanding of texts but also strengthens their ability to engage with complex academic materials, fostering intellectual growth. Reading comprehension, however, presents significant challenges for many students. According to Gilakjani and Sabouri, (2016), reading requires decoding, fluency, vocabulary knowledge, and comprehension of text structure. Hedgcock and Ferris (2009) further argue that reading comprehension is a multifaceted process that involves interpreting meaning at various levels, including words, phrases, and entire texts. Indonesian students often struggle with reading comprehension due to difficulties in identifying main ideas, understanding vocabulary, and making inferences, as noted by Ramadhianti and Somba (2023). Additionally, Nanda and Azmy (2020) report that a lack of interest in reading, insufficient background knowledge, and weak vocabulary are common barriers to effective reading comprehension for many Indonesian students learning English as a foreign language. At SMPN 18 Surakarta, the proficiency of students in reading comprehension is reportedly suboptimal, as indicated by preliminary research findings. Students frequently express boredom due to the repetitive instructional methods used in the classroom, such as reading texts without a clear focus on vocabulary development. The limited use of diverse instructional media, primarily textbooks and PowerPoint presentations, exacerbates this issue. Furthermore, technological constraints, including insufficient access to school Wi-Fi and underutilized

facilities like the LCD projector, hinder the integration of more engaging and interactive learning materials into the classroom environment, limiting opportunities to enhance reading comprehension.

In response to these challenges, the researcher explored the use of subtitled videos as a learning tool to improve students' reading comprehension. Subtitled videos provide a dynamic learning medium that stimulates students' interest and enhances their understanding of the material. By integrating translated subtitles, students can better grasp the meaning of sentences, expand their vocabulary, and develop skills in making inferences and recognizing references. Therefore, the following research questions were developed to address the research objective:

- How is the class condition when subtitle implemented in teaching reading comprehension?
- How is the implementation of subtitle as a learning media for teaching English can improve the students in reading comprehension?

METHODS

Research Participants

The research participants of this study were class VIIIIG students at SMP N 18 Surakarta. The number of students is 32 people consisting of 16 boys and 16 girls. The researcher chose class VIII students due to the level of these students can be said to be ready to understand reading comprehension. The students in this class were special, they are exhibiting high levels of curiosity and also interest in innovative learning methods, not only using traditional book-based approaches. Handling with English subjects, they had low reading comprehension skill. They were lacking in differentiate main idea and supporting sentences, understanding vocabulary, identify information, findings references and inferences. In order to improve it, the researcher decided to use subtitle as a media to improve students' reading comprehension.

Data Collection Method

Data collection methods in research can involve various approaches, as outlined by Sugiyono (2013), including interviews, questionnaires, documentation, and observation. In addition to these methods, researchers frequently utilize tests, which are categorized into pre-tests and post-tests, to evaluate and compare students' performance in classroom action research. Matondang (2022) explains that a pre-test is conducted prior to the commencement of a lesson or course to gauge students' existing knowledge, with questions directly related to the upcoming content. Conversely, a post-test is administered at the conclusion of the lesson to measure students' comprehension of the material taught. Comparing the results of pre-tests and post-tests enables researchers to assess the effectiveness of the instructional approach and track students' progress.

Data Analysis

In the process of analysing the data, researcher used 2 methods, namely qualitative and quantitative data, according to Jaya (2020) there are three qualitative data analysis activities after being at the research site, namely data reduction, data display and conclusion. This method is also known as the data triangulation method by Miles & Huberman (2014). In analysing the quantitative data, the researcher needed the score of the test. The result of the test used the results of the average score of the pre-test and each post-test for each cycle. The researcher using a formula proposed by Arikunto (2006) to calculate the mean score of pre-test and post-test. The researcher was compared the mean score of each cycle test to find out whether or not there an improvement of the students' reading skill. Pre-test and post-test score are compared to analyse the result of the test and to know whether an improvement of the students' reading skill or not.

RESULTS AND DISCUSSION

This study employed a classroom action research method with the aim of improving student engagement and learning outcomes at SMP N 18 Surakarta. The research was conducted in three cycles, each comprising two sessions. Each cycle included stages of planning, action, observation, and reflection. Data on student performance were collected through assessments administered at the start of the study and after each cycle, while data on student activities were gathered through observations during the learning process. The results of the study are presented as follows:

Students score in Pre-test

Pre-test assesses participants' initial knowledge or skills before an intervention, providing a baseline for comparison with post-test results. It identifies knowledge gaps and helps measure learning gains. In this research, pre-test is crucial for evaluating the effectiveness of educational interventions.

Table 1

Students' pre-test scores

Indicator	Score	Explanation
Main Idea (20)	87.5	Pass
Vocabulary (20)	56.25	Failed
Detailed Information (20)	58.1	Failed
References (20)	60	Failed
Inferences (20)	56.25	Failed
Mean	63.6	Failed

The findings from the scores indicated that a significant number of students encountered challenges in reading recount texts, as evidenced by the fact that only 7 out of 32 students were able to pass the test. Upon closer examination of the pre-test data, the researcher was able to identify several prominent issues that contributed to the students' struggles. First, many students demonstrated a limited mastery of vocabulary, which hindered their ability to comprehend the text fully. Second, students exhibited a lack of skill in effectively searching for and identifying key information within the text, which is essential for understanding the main ideas and supporting details. Finally, students faced difficulty in drawing inferences and recognizing references in the text, which are crucial for deeper comprehension and critical analysis. These challenges collectively suggest that further instructional support is needed to address these gaps in students' reading skills.

Students' ability in identifying main idea and vocabulary improved

The initial step in achieving mastery of recount texts involves understanding both the main idea and vocabulary. Based on observations from the pre-test, it was noted that the majority of students demonstrated an ability to identify the main idea of a recount text. Consequently, the focus of this cycle shifted towards enhancing students' vocabulary enrichment.

Table 2

Students' score in post-test 1

Indicator	Pre-test	Post-Test 1	Explanation
Main Idea	87.5	87.5	Constant
Vocabulary	56.25	66.2	improved

The analysis of the scores demonstrated an improvement in vocabulary mastery following the treatment. Students exhibited positive outcomes in their vocabulary enrichment; however, some continued to seek guidance from the researcher during assessments, suggesting ongoing issues with self-confidence. Additionally, not all students achieved the expected minimum score. Therefore, the researcher plans to advance to the next cycle, concentrating on further enhancing students' reading comprehension skills, with particular emphasis on the identification of detailed information and references.

Students' ability in identifying detailed information and references improved

Based on the pre-test scores, it was evident that students' abilities to identify both detailed information and references were markedly below the anticipated benchmarks. In light of these findings, the primary objective of this cycle is to improve students' proficiency in interpreting and responding to detailed information and reference questions. To address this, the planned activities will focus on extensive practice with questions

related to references, aiming to reinforce and enhance students' skills in this area. Furthermore, the researcher has developed a second post-test designed to evaluate students' progress in identifying detailed information and references. This assessment will provide a comprehensive measure of the effectiveness of the treatment implemented and offer insights into the students' advancements in these critical reading comprehension skills.

Table 3

Students' score in post-test 2

Indicator	Pre-test	Post-Test 2	Explanation
Detailed Information	58.1	66.25	Improved
References	60	62.5	improved

From the table above, it is apparent that there has been progress in students' abilities to identify both detailed information and references following the initial treatment. During the test, the researcher actively monitored the students by circulating around the classroom, observing their behavior and ensuring the integrity of the testing environment, however it was noted that some students were observed engaging in dishonest behavior, such as cheating from their desk-mates.

Students' ability in identifying inferences improved

The final aspect that students need to master for a comprehensive understanding of recount texts is the ability to identify inferences. This indicator, which remains to be fully addressed, is crucial for text comprehension. Although improvements were observed in other indicators in previous cycles, inferences require additional focus. To address this, the researcher provided a detailed explanation of what constitutes an inference and how to effectively approach inference-based questions in recount texts. Additionally, to reinforce learning, the teacher conducted a review of all five indicators covered in the previous cycle, ensuring that students have a well-rounded grasp of the necessary skills.

Table 4

Students' score in post-test 3

Indicator	Pre-test	Post-Test 3	Explanation
Inferences	56.25	59.3	Improved

From the findings above, it is evident that scores in the area of inferences showed modest improvement following the intervention. This suggests that the treatment was effective in addressing this indicator, as well as the other four indicators, which also

demonstrated success. Notably, this cycle revealed increased student motivation and discipline compared to previous cycles. Students became more engaged, proactively asking questions related to the topic and exhibiting reduced boredom when using subtitled videos. The use of this media proved effective in capturing students' interest and enhancing their perspective.

Students score in Final post-test

Following a comprehensive review of the instructional materials and the effective use of subtitled videos as a learning media, the researcher also conducted three post-tests to assess students' performance. These assessments indicated positive improvements in the students' abilities. To further evaluate the overall effectiveness of the intervention, a final post-test was conducted. This final assessment comprised 50 questions and was administered over a duration of 60 minutes. The final post-test aimed to provide a thorough measure of students' progress and understanding. The results of this final post-test, along with a comparative analysis of the improvements observed across the earlier assessments, are detailed below:

Table 5

Students' score in post-test 4

Indicator	Pre-Test	Cycle 1	Cycle 2	Cycle 3	Post-Test 4	Explanation
Main Idea	87.5	87.5	-	-	93.4	Improved
Vocabulary	56.25	66.2	-	-	73.7	Improved
Detailed Information	58.1	-	66.25	-	72.2	Improved
References	60	-	62.5	-	68.7	Improved
Inferences	56.25	-	-	59.3	68.7	Improved
Mean	64	-	-	-	76	Improved

Based on the table above about the result of the pre-test and post-tests, In the Cycle 1, the researcher concentrated on assessing students' in identifying main ideas and enrichment of vocabulary. Following the results of Post-Test 1, which was aimed for

improvement, it was determined that the cycle would continue. In Cycle 2, the focus shifted to evaluating detailed information and references. The results of Post-Test 2 also showed improvement, prompting the continuation of the cycle. In Cycle 3, the emphasis was placed on testing students' ability to identify inferences. After the students showed improvements in students' scores, which was the requirement to proceed to the next stage, the researcher decided to conduct Post-Test 4 as a final assessment to measure students' reading comprehension of recount texts. There was an increase in the class average score from 64 to 76 in cycle 3, showing an improvement of 12 points. In the post-test 4, 19 students (59%) achieved the minimum passing score, indicating that most students mastered the material. This improvement is attributed to the use of subtitled videos for teaching recount text in reading comprehension. Therefore, it can be concluded that subtitled video media can enhance students' reading comprehension, particularly for recount texts.

DISCUSSIONS

Regarding classroom conditions, the implementation of subtitled videos to teach reading comprehension of recount texts to eighth-grade students at SMP N 18 Surakarta in the 2023/2024 academic year was examined. Data collection methods, including questionnaires, observations, documentation and interviews, focused on students' perceptions of subtitled videos as a tool to enhance their reading skills. The use of subtitled videos introduced a better learning experience, and observations from the English teacher indicated that this method was both efficient and effective, enhancing student participation and engagement, which contributed to improved reading comprehension outcomes.

Regarding the implementation of subtitles as a learning media, The study successfully met its criteria as 59% of students attained a minimum score of 75 by the conclusion of cycle 3. A clear improvement was evident in student performance, with only 21% of students scoring ≥ 75 in the pre-test, which increased to 59% in the post-test. This improvement demonstrated that the success indicators outlined for the research were achieved by the third cycle, allowing the study to conclude without the need for additional cycles. The implementation of subtitled videos had a significant impact on students' comprehension of recount texts, particularly in areas such as identifying main ideas, understanding vocabulary, extracting detailed information, and making inferences. Additionally, the use of this media enhanced students' learning experiences, increased engagement, and added enjoyment during classroom activities. The findings are supported by prior research, including Permatasari (2018), who found that movie subtitles improved reading comprehension, as seen in the significant differences in post-test scores. Similarly, Taka (2021) identified multiple benefits of using subtitled videos, such as enhancing word recognition, improving understanding of context-bound expressions, and aiding in vocabulary acquisition. Furthermore, Furaidah et al. (2018) established a direct correlation between students' habits of watching subtitled videos and their reading skills, suggesting that increased exposure to subtitled media can positively influence reading proficiency.

In conclusion, the use of subtitled videos to enhance reading comprehension of recount texts among eighth-grade students at SMP N 18 Surakarta proved to be highly effective during teaching and learning activities. However, while subtitled videos significantly supported reading comprehension and student engagement, it is recommended that this method be utilized as a supplementary teaching tool in classroom instruction, rather than as the sole method of teaching.

CONCLUSIONS

The use of subtitled videos has demonstrated substantial effectiveness in teaching and learning activities, significantly enhancing students' interest and outcomes in reading comprehension of recount texts. Observations, questionnaires, and interviews revealed that subtitled videos created a more dynamic, enjoyable, and engaging classroom environment, effectively capturing students' attention and promoting active participation. These findings are consistent with previous research, which supports subtitled videos as an effective teaching tool that integrates visual and auditory elements, making learning more accessible and impactful. Additionally, the educational tool of subtitled videos led to notable improvements in students' reading comprehension, as evidenced by a rise in pre-test and post-test scores from 64 in cycle 1 to 76 in cycle 3. This indicates that subtitled videos are both effective and beneficial in enhancing reading comprehension and class conditions.

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