Improving Reading Skill Through English Film Subtitle At The Eight Grade Students In SMP N 6 Semarang In The Academic Year 2023/2024

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Abstract

Many students currently encounter challenges in learning English, particularly in acquiring proficient reading skills, which subsequently affects their speaking proficiency. However, contemporary technological advancements offer numerous avenues to aid students in enhancing their English language proficiency, one of which involves integrating film into language learning contexts. This research aimed to evaluate how effective English Film Subtitles are in improving the reading comprehension abilities of second-grade students attending SMP Negeri 6 Semarang.The objective was to determine the changes in students' reading comprehension abilities before and after the implementation of English Film Subtitles and to ascertain if there were significant differences in their comprehension levels. This research adopted a quantitative approach employing a pre-experimental design with a sample size of 34 students. The study consisted of several stages, including pret-test, treatment, and post-test. Data collection comparosed gathering outcomes from both pret-test and post-test assesements. Subsequently,data analysis was carried out utilizing SPSS version 25. The findings unveiled that students who were taught without English film subtitles had lower learning outcomes compared to those instructed with subtitles, as evidenced by an average pretest score of 57,50 and a posttest score of 86,47. Additionally, the analysis of data normality using the Wilcoxon test indicated that the hypothesis was accepted (Asymp.Sig. (2-tailed) 0,000 < 0,005), suggesting a significant difference between pretest and posttest results. This significance was further supported by students' perceptions, with 70% more reporting improvement in their English skills when learning with English film subtitles. The researcher concluded that English Film Subtitles are beneficial for enhancing students' English reading comprehension abilities.

Keywords: Reading Comprehension, English Film, Subtitle Film.

a. Introduction

Reading is one of the important language skill and receptive written language skills. It is called receptive because by reading a person will gain new information, knowledge, and experience. Everything gained through reading will allow the person to be able to have his thinking power, sharpen his eyesight, and broaden his horizons.

Reading activities are one of the aptitude in language that needs consideration. This is   because reading plays an important role as a basis for digging up a lot of information including science and technology that continues to develop. Reading is basically something that is very important for a student to succeed in the world of education. By reading, individuals are expected to be able to think, find and create something new and find new ways of solving that are reasoning and more responsible. English learning is directed to improve students' abilities so that students are able to communicate English properly and correctly.

Because reading is a very complex language skill process, students without adequate reading comprehension skills can have difficulty in many subjects. Poor reading skills become a problem for students. Be that as it may, shortcomngs in reading comprehension cannot be ascribed to need of insight or shortcoming in mental capacities, or maybe they are not usual to reading comprehension (Torabian & Tajadini, 2017).

Speaking of language skill, there four fundamental sorts of language skills,listening, reading, writing, and talking. The ability to listen is the process of a person receiving direct responses from others through the five sense (especially aural), giving meaning to messages and understanding them (Kutlu &; Aslanoğlu, 2009). Discernment is fundamental and cannot be separated from individual communication in their social life. Therefore, special method are needed to train the ability to improve reading skills. Reading is also a skill that everyone must master in everyday life. Young people with lower literacy rates are much more vulnerable to unemployment, poverty, and delinquency (Goux et al., 2017).

Reading comprehension skill in reading involve a dynamic interaction between the reader, the act of reading, and the surrounding context. This ability is centered on the capacity to understand the meaning conveyed in written text, as explained by (Ninggar et al., 2023), who define reading comprehension as the skill to comprehend written material. As individuals immerse themselves in reading, they develop an understanding of the text, aiding in the assimilation of new information and vocabulary.

Students' English skills can be improved in the most effective way is to increase reading that uses English. In general, not all readings in English are understood directly. We always come across words that are difficult to understand even for the first time we hear them. Usually students will find it difficult to understand it and eventually they give up. This is likely due to the improver method used by students. Where the reading used contains vocabulary which is vocabulary commonly used in students' daily lives. We can get reading material anywhere, especially in English movie subtitles by reading English movie subtitles in addition to helping remind us of previously known words, also adding new

knowledge reading to students one of which is watching movies, especially the rise of movie in this day and age that continues to grow, of course, there are always new words in that continue to grow.

With English movie subtitles, students are expected to always want to understand the means of the text. Because, when students find the difficult and on the other hand they also have the solving to understand the means of the text.

English movies is one of the media that can be utilized to memorize English.When we read english subtitle film, we seek to understand the content of the discourse. From that it can be imagined if we read a lot of English reading, we will get contribute to improving students' reading skills.

Watching movies can improve English skills.Movies have a certain interest value, teach real in helping to understand, how to pronounce and help understand the meaning talked through body language, incorporate a arrangement of lessons to clarify a handle, and have sounds and pictures that make learning simple.Movies with subtitles are an important resource for improving students' reading skills in English.Students can learn English whereas mantain a distance from boredom by observing subtitled films whether at home and in school,even more so, the words spoken in film are very important and ensure that the listeners comprehensively grasp the speaker's intended message. (Wahyuningsih & Fitriah, 2023).

b. Literature Review

1. Reading

According to Sakriani, Ammade (2022), reading is a useful action for a process with reading processing and students can think critically and creatively to gain a thorough reading understanding of the reading being read because reading is an approach to building information and practicing language. Then according to Perfetti and Stafura (2014), Reading comprehension is one of the most complex reading behaviors involving human and what is being read.In other words, to understand a reading is to know about the reading and to understand and understand the meaning from various angles. In expansion, the most objective of the reader's to understand the substance of the reading, so the reader not just reading, but the reader should know the substance of the reading contained within the content.

To improve student reading skills students should always practice reading frequently and use certain approaches.To get used to the use of new sentences in English reading.Those who skimming,scanning,intensive reading and extensive reading in their research:

a) Skimming

Rather than be reading,can be a useful skill to have for every human.Skimming a text implies skimming it quickly to get the meaning out of it.It is assumed is used to build each student's confidence and show meaning learned without reading each time.

b) Scanning

Scanning is the process of quickly reading text to find some a type of information. A member,for example might be browsing list of names in the telephone registry to find the phone number he or she is looking for.

c) Intesive Reading

Intensive learning of reading texts can help students learners get a good understanding of linguistic elements and control over their reading of their reading process.

d) Extensive Reading

Extensive reading is reading approach that aims to take maximum benefit from they reading material. Extensive Reading help learners to build reading speed and reading fluency.

2. English Film

Watching english film can also have an impact and other interest such as English film can make student inquisitive about learning English,can make strides student listening skill additionally and also student can learn a few unused words and expressions utilized in English film.This points will help students to acquire new vocabulary and idioms (Sari and Sugandi, 2015).

3. Subtitles

In addition, through film subtitles with audio and visual approaches,it gives students to discover new vocabulary. For successful use of vocabulary, students must also frequently repeat written words to make them easy to understand (M.Levesque ,2013). Watching subtitles is faced with three systems that have a close relationship such as image, sound and text. The brain helps retain and be able to remember new words vocabulary as to learned in different modes.

c. Method

1. Research Design

The research method uses pre-experimental with quantitative because it is the best and most valid design accesible for certain research issues.The research can be an important strategy because research need relevant answer.Quantitative research is used for research with a type of formal instrument to collect data,in order to identify certain method and type of design that link sample and populations(Creswell,2014). In this study the analyst employee a quantitative study. An test may be a inquire about in which one variable is manipulated to see if it has an effect on another variables. The research intends to compare student's score some time recently and after being instructed utilizing Subtitle Film,so the researcher

used employed a pre-experiment research design.Researches chose a pre-experiment design fot the following reasons :

1. The researcher did not utilize randomization when picking repsentations for research.

2. The researcher only used one classroom in this investigation.

3. Researcher carried out analysis on the pre-test(preliminary test), giving treatment, post-test(Final test) and questionnaire.

Table 1 . Pre Test and Post Test Design

Pre Test	Treatment	Post Test
Y1	X	Y2

Subject of the Research

A populace may be a bunch of individuals who have comparative characteristics (Creswell, 2021). The populace of this study was class VIII of SMP N 6 SEMARANG. There are eight classes in eighth grade, each class consisting of 34 students, with a total of 272 students. Researchers will use a sample design that is reliable and relevant to the research. So the sample for this study was 34 students in one class from eight classes.

Instrument of the Research

In this study, the researcher utilized a blend of pre-test techniques, assessments, treatment application, post-test evaluations, and questionnaire surveys.The pre-test is given at an early organize some time recently utilizing English subtitled films in course. Then the researchers used treatment in showing an English subtitled film entitled "Cruella" as teaching and learning. Then in the third stage we used a post test. However, this was not just a pre-test and post-test. Researchers also gave questionnaires in class to find out how accurate the instruments given to students were.

Data Analysing Technique
The analysts processed the data sets using SPSS version 25.Pretest and posttest mean of the experimental group obtained using this software.The average scores obtained based on criteria proposed by Brown (2004).

Table 2. Grading Scale

Student Score	Grade	Category
85-100	A	Excellent

75-84	B	Good
65-74	C	Fair
55-64	D	Poor
Less than 54	E	Very Poor

The data regarding the difference of research participants performance execution some time recently and after instructed utilizing English Film Subtitle were also processed using SPSS version 25. Researcher also utilized the same software to analyze data obtained from closed questionnaire.

d. Finding and Discussion

The analysis of data shows that the use of English film subtitles improves the reading skills of class VIII students at SMP Negeri 6 Semarang. Researchers collected and evaluated data from pre-test and post-test results, showing that the use of English film subtitles had a positive impact on students' reading competence.

These results encompassed students' average scores, improvements observed from pre-test to post-test, and notable disparities between pre-test and post-test score. Additionally, researchers administered closed-question surveys to reinforce the obtained data

The Findings Before Using English Film Subtitle
Pre-test result yielded a total score of 1955

Table 3. The Result of Pre-Test Before Giving The Treatment

Student Mark	Grade	Category	Frequency
85-100	A	Excellent	-
75-84	B	Good	4
65-74	C	Fair	7
55-64	D	Poor	11
Less than 54	E	Very Poor	12

Based on this table, there are 4 students with good category, 7 students with fair category, 11 students with poor category and 12 students with very poor category. There is not a single student was in the very good category. Average pre-test score was 57,50. It can be said that the use of English film subtitles to teach comprehension of reading skills before the subject was labeled a fail.

The Findings After Using English Film Subtitle
The final post-test score total 2940

Table 4. The Result of Post-Test After Giving The Treatment

Student Mark	Grade	Category	Frequency
85-100	A	Excellent	19
75-84	B	Good	13
65-74	C	Fair	2
55-64	D	Poor	-
Less than 54	E	Very Poor	-

The Chart shows that there were 19 who were given the category "Excellent" , 13 who were given the category "Good", 2 who were given the category "Fair" .Poor and very poor students were nonexistent.The average post-test score was 86,47.It can be said that the post-test after being taught using English film subtitles had a good influence.

Results of students understanding in reading English before and after being taught using English film subtitles.

Once the researchers obtained the scores from both the pre-test and post-test, they proceeded to analyze the data utilizing SPSS version 25. The first step in the data analysis process was to conduct a normality test. This test was conducted to ascertain whether there was a notable distinction in the reading abilities of eighth-grade students at SMP N 6 Semarang before and after being exposed to English film subtitles.

Table 5. Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE-TEST	.118	34	.200[*]	.947	34	.102
POST-TEST	.226	34	.000	.880	34	.001

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the data acquired, the post-test results in the Kolmogorov-Smirnov table exhibit a significance value of 0,000, whereas in the Shapiro-Wilk table, it is 0,001. These results suggest that the normality test outcomes for the data are abnormal. With a significance value lower than 0,05, the hypothesis is rejected, indicating that the data is not distributed normally. However, the abnormality of the data does not indicate a failure or oversight in the research procedure; rather, it may be attributed to significant variances in pre-test scores or notably high post-test scores, potentially influencing the students' performance.

Given the non-normality of the data and the adherence to Creswell's theory, which does not incorporate a T test, the researchers chose to employ the Wilcoxon test. The Wilcoxon test is a non-parametric statistical analysis utilized when data is not normally distributed. It's aim is to ascertain if there is a notable difference in the means of two related sets of data.

Table 6. Tests of Wilcoxon

		N	Mean Rank	Sum of Ranks
POST-TEST - PRE-TEST	Negative Ranks	0[a]	.00	.00
	Positive Ranks	34[b]	17.50	595.00
	Ties	0[c]		
	Total	34		

a. POST-TEST < PRE-TEST
b. POST-TEST > PRE-TEST
c. POST-TEST = PRE-TEST

The results of the Wilcoxon test indicate changes in scores among students. Specifically, students in the pre-experimental group who received treatment showed an increase in both post-test and pre-test scores. A significant contrast was observed in the scores before and after the test. Among students with Negative Rank 34, there was no decline in scores for either Mean Rank or Sum of Ranks. Conversely, a rise was noted in the favorable rankings from the initial to the final assessment. 34 student saw improvements in their scores, with an average mean rank increase of 17,50 and a total sum of rank increase of 595,0.

In terms of Ties results, the score remained at 0, indicating no ties occurred among the 34 students tested. This suggests that in the Wilcoxon test, the score from Pre-Test to Post-Test increased for all 34 respondents, as indicated in the Mean Rank table with a score of 17,50 and the Sum of Ranks table with a score of 595,00.

Table 7. Test Statistics[a]

	POST-TEST - PRE-TEST
Z	-5.105[b]
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

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According to Wilcoxon's Statistical Test table provided above, the significance value of asymp.sig(2-tailed) being 0,000, which is less than 0,005, indicates that the hypothesis is accepted. This implies that there is a positive impact of utilizing English film subtitles on enhancing the reading skills of eighth-grade students at SMP N 6 Semarang.

After conducting both pre-test and post-test evaluations, students were given closed-ended questions to gather their opinions on the effectiveness of English film subtitles in improving reading comprehension. The questionnaire included multiple-choice questions using a 4-point scale from strongly agree to strongly disagree, covering diverse viewpoints. Furthermore, the data from the responses to the closed questionnaire were analyzed and depicted in a percentage table format for better understanding, as shown in Figure 1.

Figure 1.Questionnaire Result
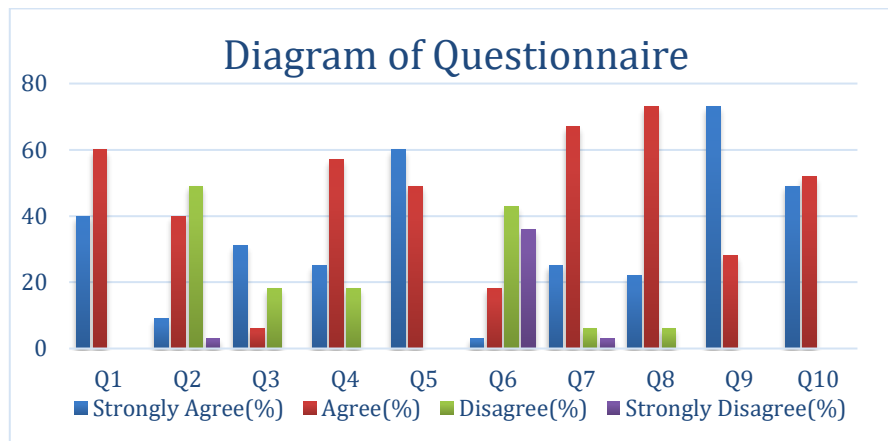
The obtained responses from questionnaire from Figure 1, shows the results of student responses to English learning using English film subtitle. The research result show that the majority of students gave a positive response. In Q1, the column strongly agreed to get percentage results (39.4%) and the column agreed to get a percentage result (60.6%), in Q1 students agreed that the learning method using English subtitles had a good impact on students. The disagree and strongly disagree columns get percentage results (0%) for negative responses in Q1. Then in Q2 is, whether the students find it difficult when learning to use English subtitles.In the column strongly agree to get percentage results (09.1%) and in the column agree to get percentage results (39.4%), in the column disagree get percentage results (48.5%) and for column strongly disagree get percentage results (3.0%) which shows that students do not find it difficult when using English learning.

The positive results of respondents in Q3 were (30.3%) for the percentage results in the strongly agree column, (5.5%) for the percentage results in the agree column and (18.2%) for the percentage results in the disagree column which means that students felt helped when the film Cruella was shown using English subtitles and

negative responses in the strongly disagree column got percentage results (0%). Further results on students' perceptions were shown in Q4 that (24.2%) strongly agreed and (57.6%) choose to agree with learning comprehension using the English movie subtitle "Cruella". And for negative responses in the disagree column get a percentage result (18.2%) and the strongly disagree column gets a percentage result (0%).

Another reaction shown in Q5 is that in the column strongly agree produces a percentage (51.5%) and in the column agree produces a percentage (48.5%) which means that students agree that watching movies with English subtitles can be one way to learn English. The perspective response in Q6 was (03.0%) for the percentage results in the strongly agree column and (18.2%) for the percentage results in the agree column, then (42.4%) for the percentage results in the disagree column and (36.4%) for the percentage results in the strongly disagree column which proves that students do not feel bored when learning English.

In Q7 showed percentage results (24.2%) in the strongly agree column, then for the percentage results of the agree column showed results (66.7%), for percentage results in the disagree column (06.1%) and for percentage results in the strongly disagree column (03.0%) meaning that in Q7 showed that students felt happy when they found new words or subtitles in the movie "Cruella". Another reaction shown by Q8 was that the column strongly agreed to get a percentage result (21.2%) and the column agreed to get a percentage result (72.7%) students agreed if by using English movie subtitles, students felt not bored when learning English. The negative response Q8 in the column strongly disagree to get a percentage result (0%).

However, in Q9 most respondents in the column strongly agreed to get percentage results (72.7%) and in the column agreed to get percentage results (27.3%) students felt interested if English learning using English subtitled films because of new innovations in English language learning. Q9 negative responses in the disagree and strongly disagree columns get percentage results (0%). The other results in Q10 showed that most students strongly agreed (48.5%) and agreed (51.5%) in the affirmative column. Q10's negative response in the disagree and strongly disagree columns gets a percentage result (0%), which shows that the existence of English subtitle films makes it easier for students to learn English and students want to learn English more broadly.

Discussion

When doing the pre-test using English subtitled film entitled "Cruella". The procedure for conducting the pre-test is 1 class containing 34 students filling out 20 multiple-choice questions containing about the film "Cruella" and questions that form explain students' understanding of reading English.

After researcher give pre-test questions to each student of grade VIII H, the researcher gave treatment to 34 students of grade VIII H. The treatment that the researcher gave in the experimental class was that students had to watch and pay

attention to the English subtitled film "Cruella" while watching the film students could also open a dictionary or record new words in the film.

In the third session, following after administration of a pretest and the implementation of the treatment, each student in grade VIII H received a post-test from the researcher .This post-test comprised 20 multiple-choice questions relate to the "Cruella" movie that the students had viewed ,along with descriptiove questions. The aims was to evaluate the students' comprehension in reading through this assesment.

After gathering and analyzing data from both the pretest and posttest, the researcher proceeded to calculate the results using SPSS version 25. The final analysis aimed to determine the significant difference between the pre-test and post-test scores. The researcher conducted a normality test, using a significance level of 5%. The outcomes of the normality assessment from the Kolmogorov-Smirnov table revealed a significance level of 0,000, whereas the Shapiro-Wilk table indicated a significance level of 0,001.Since both values were less than 0,05, the hypothesis was rejected, indicating that the data was not normally distributed. However, the abnormality of the data did not indicate a failure in the study; rather, it was attributed to significant differences in pre-test and post-test scores.Furthermore, the Wilcoxon test revealed differences in scores between the pretest and posttest. Among students with a Negative Rank of 34, there was no decrease in scores in either the Mean Rank or Sum of Rank. Conversely, there was an increase observed in the Positive Rank from pretest to posttest, with 34 students experiencing score increases of 17,50 in the Mean Rank and 595,0 in the Sum of Ranks. In the Ties results, the score remained at 0, indicating no ties among the 34 students tested. This suggests that in the Wilcoxon test, there was an overall increase in the value of Pre-Test to Post-Test scores. Specifically, 34 respondents showed this increase, with a Mean Rank value of 17,50 and a Sum of Ranks of 595,00.

The Wilcoxon test considers significance acceptable if the Asymp value is below 0.05 and rejects it if it's above 0,05. However, the findings of the Wilcoxon statistical test show that the asymp.sig(2-tailed) value is 0,000, lower than 0,005. This shows that the hypothesis is accepted by the Wilcoxon test. In conclusion, the use of English film subtitles significantly improves the reading ability of class VIII students at SMP N 6 Semarang.

In addition, another result in the fourth session was a closed questionnaire using a frequency distribution test. This data shows students' perceptions after watching English movie subtitles. Based on a closed questionnaire, more than 70% of respondents agreed that the use of English subtitled films in English subjects is beneficial for improving English reading skills. Students like the learning method using English subtitled films and they also agree with the new innovations in English learning so that they do not feel bored when learning English.

e. Conclusion and Suggestion

Conclusion

The writing skill in a narrative text of the tenth-grade students of SMA Negeri 2 Cepu in the Academic year 2022/2023 who are taught by using *Picword* was good. It was shown by the mean of post test was 83,81 where the highest score was 95 and the lowest score was 70. While the mean of the pre-test was 70,08. So, there was significant improvement of the students' writing scores.

The skill in writing a narrative text of the tenth-grade students of SMA Negeri 2 Cepu in the Academic year 2022/2023 who are taught without using *Picword* was adequate. It is shown by the mean of the post test was 60,14 where the highest score was 78 and the lowest score was 46. While the mean of the pre-test was 56,19. So, there was no significant improvement of the students' writing scores.

There was a significance difference in the skill in writing a narrative text of students who are taught by using *Picword* and those without using *Picword*. It can be seen in the Mann Withney-U test if the Asymp. Sig (2-tailed) <0.05 was accepted. Based on the table data statistically has the value $0.000 < 0.05$ so the alternative hypothesis (H_a) was accepted. It means that the students who are taught by using *Picword* were better than the students who are taught without using *Picword*.

Suggestion

From the conclusions above, there are several suggestions that can be proposed. For teachers, it is expected to be able to improve creative and innovative methods the teaching and learning process so as make students interested in learning English lessons.With a new video-based method and including images in it will build fun learning so that students don't get bored easily. The second suggestion for students should be more interested in learning English in order to master English properly and correctly and add new vocabulary to their knowledge. Students can more easily improve their English skills by often reading English-related books or English-based social media.And the last suggestion for readers, can make this method as an inspiration to learn English by concentrating well, then maybe if the reader wants to learn English seriously, maybe you can note some new vocabulary in English subtitle films. Thus, readers can learn and also improve reading skills in a fun way. Hopefully this research can be useful for everyone in improving the ability to teach or learn English, especially reading and understanding English.

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