



The Use of Short Clip Movie on Reading Comprehension at Higher Education

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Abstract

Reading is a fundamental skill that requires deliberate study and mastery in order to acquire knowledge and collect information. Conversely, videos provide an enjoyable method for both language acquisition and entertainment. The goal of this study is to investigate if watching short clip movies can enhance the reading comprehension of higher education students, who often have challenges in learning to read. The research approach employed in this study is correlation. The researcher collects data from second semester students at the English Language Education Study Program, Teacher Training and Education Faculty Universitas Muhammadiyah Kalimantan Timur. The study used a convenience sample approach to gather data. The allocation of this research is done in a convenience sampling among students belonging to a specific class. The researcher will employ a questionnaire and a test to gather data regarding the experience of watching a brief movie clip with English subtitles. The test will specifically focus on measuring reading comprehension abilities. The study findings indicate a very low correlation and a positive correlation between students' reading comprehension and using of short clip movie.

Keywords: Correlation Study; Higher Education; Reading Comprehension; Short Clip Movie

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1. Introduction

Reading comprehension enables the assimilation of information, which in turn enhances the effectiveness of educational activities and enables individuals to navigate academic and personal challenges with success. (Cristina de-la-Peña, 2021). According to Asni Furaidah (2019), reading is a multifaceted cognitive skill that involves both mental and physical processes to interpret written linguistic symbols on a paper and assign significance to it. Cummin, J. (2015) argues that reading is associated with a gradual improvement in cognitive function. Therefore, it is crucial for educators to inspire learners to read for enjoyment and cultivate their skills as skilled and strategic readers. By engaging in reading, it



is expected that the students would acquire the ability to comprehend and evaluate the content of the text. Students' reading comprehension is assessed through their reading comprehension achievement, quantified as a test score (Tika Yulanda Sari, 2021). The components encompass the following tasks: quickly detecting the primary idea or concept, searching for specific information, determining implicit knowledge from context, predicting the meanings of words, and recognizing word allusions (Asni Furaidah, 2019).

According to a preliminary study conducted by interviewing an English lecturer at a private university in East Kalimantan, students persistently face difficulties in comprehending reading texts, resulting in their passivity as learners. In order to tackle the difficulties that students encounter in learning to read, the researcher use short clip movie as educational tools to enhance reading comprehension. According to Asni Nuraidah (2019), visual media have been widely utilized to provide written texts for reading comprehension. Viewing videos accompanied by English subtitles can assist learners in enhancing their reading skills. Audio and visual elements in videos help readers to better understand and visualize the content while reading. (Asni Furaidah, 2019). Subtitles enable viewers to comprehend the spoken words of the speakers and thereby assimilate the intended content of the movie (Zirei and Rashvand, 2011). Subtitles facilitated learners by offering reassurance that they may revisit the content they had heard, if needed. (Tika Yulanda Sari, 2021). In line with Marshall and DeCapua (2013); Kostka and Lockwook (2015), video consumption facilitates the learning process for English language learners by allowing them to progress at their preferred speed, hence enhancing the probability of comprehending the course content. Language learners have the freedom to watch the given videos an unlimited number of times. In addition, viewers have the option to pause the films and search for the definitions of key terms if they need further clarification. In addition, language learners can benefit from watching videos since it ensures they do not miss out on important resources, which are readily accessible online at any given moment.

Videos serve as an excellent means of both entertainment and language learning (Mahnaz Saeidi, 2016). Specifically, examine the challenges that students in higher education



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encounter while acquiring reading skills. Hence, the objective of this study is to hypothesize that watching short clip movie may enhance the reading comprehension of university students. Sementin (2015) The memory methods, also referred to as multimedia learning, are cognitive strategies employed in reading to help learners in condensing their reading by creating visual representations of the material. Several previous studies conducted an experiment to assess the impact of using short movie clips as background media on the reading comprehension of college students. (Lin Lin, 2011). Short clip movie are well recognized as a media that effectively attracts students' attention and teaches language in a more captivating manner compared to a conventional book. The crucial aspect here is that films offer visual contextual aids that facilitate students in comprehending and enhancing their reading skills (Mirvan, 2013). Implementing short clip movie not only supports students in improving their reading comprehension, but also boosts their focus on the lesson and raises their motivation to learn, as well as their proficiency in listening and speaking (Phuong, 2023).

2. Method

2.1. Research Design

This study used the correlation approach. A correlation study design quantifies the association between two variables without the researcher taking control over either of them (McCombes, 2019). This study involved two categories of variables: dependent variables and independent variables.

2.1.1 Sample and Population

To collect the data, the researcher used the second semester students of English Language Education Study Program, Teacher Training, and Education Faculty Universitas Muhammadiyah Kalimantan Timur. Overall, this study included 33 people.

2.1.2 Instruments

Researchers used a convenience sampling technique to collect the sample for this study. Convenience sampling, often referred to as grab, accidental, or opportunity sampling, involves selecting a subset of the population that is readily available (Isaac, 2023). The



allocation of this research is accomplished randomly among students belonging to a single class. The researcher employs two types of instruments to gather data for this study: a questionnaire and a guessing test, which involves inferring meaning from context. The questionnaire and test were employed to gather data on the participants' experiences of watching short clip movie with English subtitles. Additionally, the test was used to collect data on their reading comprehension abilities.

In this research, the questionnaire used to find out the students' responses to the use of short clip movie on reading comprehension. The questionnaire for students adapted from Khalidiyah (2015) and Hsieh et al. (2010) included 7 questions. The students have to choose one of the answers based on the beneficial, the interest, the understanding, and the motivation to the use of short clip movie as media to improve reading comprehension. The answers divided into four scales such as strongly agree, agree, disagree, and strongly disagree. The score to the statements would scale 1-4 as suggested by Likert Scale. The standardized test was used in this research study adopted from book "More Reading Powerful" (Mikulecky & Jeffries, 1996).

2.1.2.1 Procedure

Using an engaging short film can promote active learning and increase students' interest in studying. The researcher implemented a short clip movie for 3 minutes in the classroom, and it turned twice. The short clip movie is downloaded from movie clip "Oogway, The Choice (Kung Fu Panda) from YouTube channel AVSoulEdits. This particular clip contained words that can aid students in improving their reading comprehension, particularly in the area of word meaning inference. After watching the film, students were given an essay test consisting of 10 questions related to guessing the meaning of certain words from the movie. Following the test, students were asked to complete a questionnaire to provide feedback on the effectiveness of using short films to enhance reading comprehension.

Another related short clip movie that benefits for learning media is movie clip "Kung Fu Panda (2008) –The True Secret Ingredients Scene" from YouTube channel Movieclips. This movie clip hopefully may enhance students' comprehension of reading.



3. Findings and Discussion

Table 1 Combined Statistics, Correlation Interpretation, and Correlation Data

Statistic	Value	Additional Info	Further Details	More Info	
N	32				
Minimum	0				
Maximum	90				
Mean	51.88				
Std. Deviation	23.201				
r value	0.00 – 0.199	0.20 – 0.399	0.40 – 0.599	0.60 – 0.799	
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Interpretation	Very Low Correlation	Low Correlation	Moderate Correlation	Strong Correlation	Very Strong Correlation
Short Clip Movie (respond from questionnaire)	1	Sig. (2-tailed)		N	
Reading Test	0.127		0.521	28	



The table 1 shows a descriptive statistical analysis of students' reading test scores. The maximum score was 90, while the minimum score was 0. The mean of students' reading test score was 51,88 and the standard deviation was 23,201, this mean score shows that the level of students' reading comprehension is moderate.

The researcher employed the Pearson Product Moment Correlation method on SPSS to establish a correlation between two variables: the use of short clip movies and individuals' reading comprehension.

A correlation results close to +1.00 shows a significant positive correlation between the reading test (X) and using of short clip videos (Y). Conversely, a correlation value of -1.00 signifies a negative relationship between the two variables.

The correlation on table was used to determine the relationship between the short clip video and the students' reading scores. The Pearson Product Moment Correlation was used to calculate this relationship. The correlation between using the short clip video and students reading score was 0,127, with a not statistically significant value of 0,521. Thus, according to the interpretation of the r value, the correlation might potentially be classified as a very low correlation.

The findings of this study indicate a very low and positive correlation between students' reading comprehension and the use of short clip movie. Based on the data analysis, it can be inferred that a lack of comprehension of a movie clip accompanied by English subtitles leads to numerous errors in deducing meaning from the surrounding context. The act of watching a short clip movie captivates students, prompting them to read the subtitles in order to comprehend the information conveyed in the film and discover the meaning of unfamiliar words used in the clip. Watching a short film with English subtitles provides students with an opportunity to improve their reading comprehension.

A low correlation between the use of short clip movie and reading comprehension could be due to a variety of reasons or other factors: First, the quality of video content, such as image clarity, content relevance to learning objectives, and visual acceptability, can influence its usefulness in boosting reading comprehension. If the video material is of poor



quality or not relevant to learning objectives, its impact on reading comprehension may be restricted. Second, the way short clip movie are used can also influence their value in increasing reading comprehension. If videos are utilized solely for amusement or without a clear connection to reading content, their impact on reading comprehension may be low. It is critical to integrate films into learning in a meaningful and effective way. Third, individuals have diverse learning styles and information processing capacities. Some students may be better at digesting information visually, whereas others may require direct word processing. As a result, the impact of using short clip films varies depending on the individual. Fourth, contextual factors such as cultural background, classroom environment, and student learning patterns can all influence the relationship between the utilization of short clip movie and reading comprehension. For example, students who are unfamiliar with using visual media in the classroom may struggle to use it to increase reading comprehension. Last, there are other variables that may affect the correlation between the use of short clip movies and reading comprehension that are not controlled in the study. These variables may include factors such as students' motivation levels, class attendance, or previous experience with the reading material.

This study considers the significant level is not statistically significant. The duration of the treatment has short. It is only taking a month and then the amount of sample has less than 100 students. The findings of study had better to take longer treatment duration and more students for the sample because it affects the correlation result between using short clip movie and reading comprehension.

This result in line with Andini (2024) Students may enhance their reading skills by watching videos with English subtitles. The combination of audio and visual elements in the movie can aid students in visualizing unfamiliar words in the subtitles. Consequently, these elements can effectively support students in utilizing specific reading skills, such as determining word meanings, making inferences based on context, and potentially identifying word references.



Another finding from an earlier study, a movie of a set duration necessitates students to analyze the fundamental components and provide a concise overview of the full content. This exercise enables students to employ a special reading skill called contextual inference. Engaging in the activity of watching brief film excerpts accompanied by English subtitles can be a pleasurable method to cultivate a reading routine and boost an individual's reading comprehension skills. (Asni Furaidah, 2019).

This was in line with the previous studies such as Andini (2024) and Asni (2019) showed that the use of short film clips has been observed to enhance pupils' reading comprehension. Nevertheless, there are also variations in the quantity of the population and the location of the research.

4. Conclusion

In conclusion, this study revealed a very low correlation between using of short clip movie and the level of reading comprehension among second semester students. Based on the data, there is a beneficial correlation between the use of short clip movie and reading comprehension. It means that an increase or reduction in reading comprehension corresponds to an increase or decrease in the utilization of short clip movie. As a result, watching short clip movie is an alternative for increasing students reading comprehension.

Due to the students' limited understanding of the context, it is recommended that future researchers complement their studies with additional short film clips and interactive learning materials. Additionally, they should consider incorporating skimming and scanning tests to evaluate the students' comprehension. English lecturers encounter a challenge in locating and creating educational resources, such as vocabulary exercises, that can assist students in improving their reading abilities. Utilizing brief video segments in education has a substantial influence on transforming the education environment and expediting video-based learning (VBL) (Marija Sablić, 2021) and (Yousef, A. M. F, 2014). Teachers are able to use media technology to incentivize students to engage actively in the learning process, ignite



their enthusiasm for learning, and enhance their academic performance. Additionally, it aids students in enhancing their understanding of abstract ideas (Reka Mardiana, 2023).

In other previous studies, Ellen (2015) looked into how teachers can utilize media technologies, such as short clip movies, to promote active learning among students. Many students feel uneasy when faced with lengthy written materials. Acquiring English proficiency encompasses four primary areas of study: auditory comprehension, oral communication, reading comprehension, and written expression. Strategies for educators to properly use short clip films to improve reading comprehension: Using high-quality video content for learning patterns will familiarize students with using visual media in the classroom, which may increase their reading comprehension and motivation. Short clip movies should have the value of increasing students' reading comprehension.

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