

# **A COMPARATIVE STUDY OF SUBTITLE VIDEO AND PICTURE SERIES ON STUDENTS' READING COMPREHENSION OF PROCEDURE TEXT AT HEALTH STUDENTS OF UNIVERSITY OF ADIWANGSA JAMBI**

**RESI SILVIA**

e-mail: [resi.fillah88@gmail.com](mailto:resi.fillah88@gmail.com)

University of Adiwangsa Jambi

## **ABSTRACT**

The current study aimed to compare between using subtitle video and picture series in teaching and learning process towards health students' reading comprehension. The research was carried out in 2018-2019 academic year in University of Adiwangsa Jambi, Indonesia. Purposive sampling technique was used to select the sample. One class was selected as sample from first year of nursing program. Totally 36 students were divided into two groups (one experimental group and one control group). Then, a pre-test of reading comprehension was administered to assess the students' reading comprehension. The students of experimental group used video files to improve their reading comprehension while the control group using picture of teaching reading comprehension. In the end of the meeting, all the students were assigned multiple-choice reading comprehension post-test and fulfilled some questionnaires to measure their reading motivation. In order to test the significance between the groups, the independent samples t-test was used. The results of the research showed a significant difference between the students who were learned by using video that was more successful than the students who were learned by using picture. Based on the findings, it indicated that video materials had significant effect on promoting health students' reading comprehension.

### **Keywords:**

***Reading Comprehension, Subtitle Video, Picture Series, Reading Comprehension***

## **INTRODUCTION**

The educational curriculum stated that the objective of teaching English is to enable students in mastering four language skills. They are listening, speaking, writing and reading as well as grammar, vocabulary and pronunciation to support the four skills. All of the English skills are important for students, especially reading skill. Reading is one of the most essential skills to be mastered in language learning. This idea is supported by the fact that reading has become a part of our daily life. Moreover, by comprehending and understanding the reading text, the students can get new knowledge, information, enjoyment and even problem solution. Thus, by having the ability to read, they will be able to improving their knowledge and give a great deal of advantages in their life.

Due to the advances of the technology, it does not be doubt that the

lectures can exploit many materials such as video with subtitle in order to make the lecture and learning process more interactive and interesting. Video that provided with subtitle can be used to help the students to understand and comprehend the procedure text by reading the subtitle and look at the video. By having the English subtitle video, students are expected be more active hence reading lesson will be more interesting and later on will improve their achievement on reading comprehension.

Video is one of e-learning as learning media thus it can be used to attract the students to be more actively in reading habit, because video is available of sub-title in English. Further, Zanon (2006: 43) states that 'video with sub-title is used by students to comprehend and find certain information'. Therefore, these help students to enhance their language acquisition. The relationship between sub-title and video

itself is not always separated in learning activity because sub-title has a function to improve reading in video and also video itself as motivation in variation of learning for students thus students will be not boring and be comprehensible of material.

All things considered, the use of video subtitles provides a dynamic and rich source of communicative language in use. It is dynamic because all languages are in constant change, never fixed, and the best way to reflect this is through updated video, TV and other media, and rich because the resources and techniques are multiple.

Using picture series as media in language and teaching process are also expected can increase students' interesting and understanding the text. It is because the combination between picture and sequent event make the students more imaginative while they are studying the text. Picture as part of visual aids can be used as a technique in teaching English reading at college. Wright (1989: 2) states picture can contribute to interest and motivation, a sense of a context of the language, and specific reference points or stimulus. It means that a picture is the kind of visual aids which can make a great interest, motivation and stimulus to language learner. Their representation of places, objects, and people they are essential part of the overall experiences we must help our students to cope with it.

The pictures can carry meanings and tell the story, they should be selected carefully and special care must be taken to serve typical, understandable, and illustration. Brown and Lewis (1984: 452) also write the other values of pictures as the stimulus to create expression through spoken or written language and others forms, such as drawing, and modeling. Shortly, pictures have strong influence to stimulate the creativity. Pictures then can be expected to help language learners understand broadly the topic.

Based on the researcher's observation in Nursing Health Students University of Adiwangsa Jambi, some barriers were found during the English teaching and learning process. It can be seen

from the empirical data from the examination. Majority of nursing health students had low capability of reading comprehension. The average of reading scores was only 63. From the interview, many students think that reading material is difficult, particularly Procedure Text. They also tend to think that reading activity is bored due to their lack in comprehending the reading text. In addition, the students often lose their attention and focus thus they ignore the lecture explanation and talk with their friends during lecture and learning activity. Thus they think that reading is not interesting activity.

Based on the observation, other factor that makes the students being not interested in reading activity is because the lectures tend to teach monotonously. One factor is because of lack of media. Usually the lectures only use printed media or textbook and worksheet. The lectures only explain the material and the students pay attention to the explanation. Afterwards, the students feel bored and sleepy then it will influence their reading comprehension. They will be passive in the class. Hence, the teaching and learning activity will not be interactive and run well. Unfortunately it impacts their comprehension and achievement that become reduce.

On the other hand, when the lectures read the text, the students only listen and repeat without know and understand about what the reading text is about. In many cases, the lectures do not build students' background of knowledge about the text. For most of the lessons, the lectures only ask students to read and translate the text after that the lectures also ask the students to answer some questions related to the text. While doing these activities some students would rather talk with their friends than finish their task.

In order to get the great interest of students in reading activities during the teaching process held in the classroom, it is needed to present more interesting and enjoyable media in the classroom to improve their reading comprehension. In this case, the researcher will use either video or picture in teaching and learning process.

Video that provided with subtitle can be used to help the students to understand and comprehend the procedure text by reading the subtitle and look at the video. On the other hand, using picture series as media are also expected can increase students' interesting and understanding the text. It is because the combination between picture and sequent event make the students more imaginative while they are studying the text.

Regarding the explanation above, "A Comparative Study of Subtitle Video and Picture Series on Students' Reading Comprehension at Nursing Health Students of University of Adiwangsa Jambi" will be conducted.

## **RESEARCH METHOD**

The design of this research is an experiment method. Dealing with the problems and the purpose of the study stated previously, this study is classified into quasi experimental research. Fraenkel, Wallen and Hyun (2011:265) clime that experimental research is the best type for testing hypotheses about cause and effect relationship. This research is aimed to compare between two different media, subtitle video and picture series towards students' reading comprehension of Procedure text. In this research, the researcher will take two classes as samples either for experimental and control classes in which all students in that class have to participate in the using of subtitle video and picture series. Changes in the outcome of interest are presumed to be the result of the intervention or treatment.

The population of the research was first year health students of University of Adiwangsa Jambi. There were 36 students of first year nursing students of University of Adiwangsa Jambi as the population. All the students were chosen as the sample that divided into two classes. The experimental

class was taught by using video. The control class was taught by using picture with text.

The instrument to collect the data is test. The test is given after the treatment, namely post-test. The test is aimed to know the students English reading comprehension through using subtitle video and picture series. The results will be seen through the students' reading comprehension score from the post-test of those classes. Later on, the researcher will find out the result of the experiment and then make conclusion and after that compare them to the hypothesis

## **DISCUSSION**

This research was conducted in 10 meetings for each class, experimental class and control class. After having hypothesis statistical analysis, it had been known that using video as media was more effective for reading comprehension than using picture series.

### **The Using of Subtitle Video Gives Significant Effect on Nursing Health Students' Reading Comprehension**

Based on the statistical analysis of the hypothesis testing, it was found that the students pre-test score who were taught by using video got better result in reading comprehension. The mean score of pre-test in experimental class was 73.72 and post-test was 85.56. It was proved that the media affected the students' reading comprehension. In line with Harmer (2007) who states there are many advantages in using videos in the teaching and learning process. 'Seeing language-in-use', students do not just hear language but they can also see it. They can know the general meaning and moods that are conveyed through expressions, gesture, and other visual clues. 'Cross-cultural awareness' that allow students a look at situations for beyond their classroom.

**Table 1**  
**T-test Results for the Pre-test and Post-test of Control Group**

|                               | Standard<br>Deviation | Paired Samples Test       |                                              |        |        |    |                |
|-------------------------------|-----------------------|---------------------------|----------------------------------------------|--------|--------|----|----------------|
|                               |                       | Paired Differences        |                                              |        | t      | df | Sig.(2-tailed) |
|                               |                       | Standard<br>Error<br>Mean | 95% Confidence Interval of<br>the Difference |        |        |    |                |
|                               |                       |                           | Lower                                        | Upper  |        |    |                |
| Pre_Control –<br>Post_Control | 3.280                 | 0.773                     | -6.687                                       | -3.424 | -6.538 | 17 | 0.000          |

From the calculation above the value of “t-test” was -9.162 whereas the value of “t-table” with number of students 36 and level of significance of 0.05 is -1.740. It means that t-test is lower than t-table; it indicates that the null hypothesis is rejected while the alternative one is accepted. Moreover, it was found that the mean of the students in pre-test was 73.72 and the mean of post-test was 85.56. It means that there was positive effect on students’ reading score by using video as media.

Using video in teaching and learning can attract the students to be more actively in reading habit, because video is available of sub-title in English. It is supported by Zanon (2006) states that ‘video with sub-title is used by students to comprehend and find certain information’. Therefore, these help students to enhance their language acquisition. ‘By reading sub-title in video, it will help students to improve their reading ability to be speed up and comprehensible’ (Vanderplank, 1988). Thus, the relationship between sub-title and video itself is not always separated in learning activity because sub-title has a function to improve reading in video and also video itself as motivation in variation of learning for students thus students will be not boring and be comprehensible of material. To create reading habit in which can stimulate the comprehension of the students to text, thus it can be done by reading sub-title in video. By watching video that is familiar and created in right sequence, it will make students catching information based on that video easily.

Video is available of subtitle. Some of the major benefits of using subtitles in language learning activities can be

summarized as follows (partly based on King, 2002):

1. Their use bridges the gap between reading and listening skills.
2. Students can learn to process text in the foreign language rapidly and improve rapid reading, by trying to keep up with the subtitles that accompany the dialogues.
3. Students can learn how to pronounce many words, consciously and unconsciously.
4. Subtitles allow learners to follow the plot easily.
5. Learners can develop word recognition skills.
6. Captions can reinforce the understanding of English context-bound expressions, and help learners to acquire new vocabulary and idioms.
7. Students can understand humor (such as jokes) that would be hard to recognize without the help of the captions. Humor can be a difficult, but rewarding subject for the language classroom (Loneragan, 1989), and subtitles help to understand it

There was ongoing process of building meaning. That’s way, the students could actively figure out the information and related that to other information in order to build their understanding.

Zanon (2006) states that ‘a subtitled video provides a triple connection between images sound in one language and text,

normally in another, sound and text being typically linked by translation'. This type of connection generally encourages strong associations for retention and language use. If we consider the supplementary effects that both visual images and translation on their own typically entail for foreign language learning, their combination here is necessarily very powerful. They felt free in sharing their ideas without afraid whether they made mistakes. Through hearing one another and considering alternatives possibilities answers from others, it could not intimidate the students. Through those processes, finally, they could use the video to comprehend the text.

In addition, the students' responses during teaching and learning process indicated that they were trying to figure out and connect their ideas in order to comprehend the text well. Here, the teacher responded the students' idea and balance the students' perspective by giving her own perspective. Those conditions and process engaged students in the ideas of the text and built understanding.

### **The Using of Picture Series Gives Significant Effect on Nursing Health Students' Reading Comprehension**

The nursing students who were taught through using picture also got better result in reading comprehension. The mean score of students' reading comprehension in control class was 73.83 while the mean score of post-test in control class was 78.89. It meant that using picture in the control class made students' score became higher.

The research data above show that there is possibility for the students to improve their reading skill and get high score in reading using picture. In line with Allen (1989: 7-8) that states that this (pictures) is important because success in learning often depends on the number of sense which are used in learning process, when student can touch something's, in addition to hearing and seeing the world that names it, there is stronger chance that the world will be learned.

**Table 2**  
**T-test Results for the Pre-test and Post-test of Experimental Group**

|                      | Standard<br>Deviation | Paired Samples Test       |                                              |        |        |    |                |
|----------------------|-----------------------|---------------------------|----------------------------------------------|--------|--------|----|----------------|
|                      |                       | Paired Differences        |                                              |        | t      | df | Sig.(2-tailed) |
|                      |                       | Standard<br>Error<br>Mean | 95% Confidence Interval of<br>the Difference |        |        |    |                |
|                      |                       |                           | Lower                                        | Upper  |        |    |                |
| Pre_Exp-<br>Post_Exp | 5.480                 | 1.292                     | -14.558                                      | -9.108 | -9.162 | 17 | 0.000          |

From the calculation above the value of "t-test" was -6.53 whereas the value of "t-table" with number of students 36 and level of significance of 0.05 is -1.740. It means that t-test is lower than t-table; it indicates that the null hypothesis is rejected while the alternative one is accepted. Moreover, it was found that the mean of the students in pre-test was 73.83 and the mean of post-test was 78.89. It means that there was positive effect on students' reading score by using pictures as media.

All English language teachers can find valuable resource in picture, drawing, photographs, posters, slides, cartoon, magazine, that it not enough for students to have a competent ability in a language, if they cannot develop a conversation or discussion. In this sense, language teachers have a role as communication teachers and, indeed, as teachers in the broadest sense. Brown and Lewis (1984: 40) state that pictures are able to serve as an international language or medium of communication. If

one cannot understand the meaning of foreign words and then he uses the pictures available, he or she can get information from it. The pictures can carry meanings and tell the story, they should be selected carefully and special care must be taken to serve typical, understandable, and illustration. Brown and Lewis (1984: 452) also write the other values of pictures as the stimulus to create expression through spoken or written language and others forms, such as drawing, and modeling. Shortly, pictures have strong influence to stimulate the creativity. Dealing with the vocabulary learning, Brown and Lewis (1984: 449) argue that picture can be extremely important aids to vocabulary development and to the presentation of new ideas. Pictures then can be expected to help language learners understand broadly the topic.

### **The Students who were Taught by Using Video Got Better Result in Reading Skill than Those who were Taught by Using Picture**

Based on the statistical analysis of the hypothesis testing and mean scores, it was found that the students who were taught by using video got better result in reading comprehension than those who were taught by using picture. The mean score of reading test in experimental class was 85.56 and control class was 78.89. It was proved that the media affected the students' reading comprehension. Different treatment gave different result. From the score, it is concluded that using video gave better impact on nursing students' reading comprehension than those who were taught by using picture series.

It is supported by Harmer (2007) who states there are many advantages in using videos in the teaching and learning process. 'Seeing language-in-use', students do not just hear language but they can also see it. They can know the general meaning and moods that are conveyed through expressions, gesture, and other visual clues. 'Cross-cultural awareness' that allow students a look at situations for beyond their classroom. Videos also give students a

chance to see such things as what kinds of food people eat in other countries and what they wear. 'The power of creation', when students use video cameras themselves they are given the potential to create something memorable and enjoyable. 'Motivation', most students show an increased level of interest when they have a chance to see language in use as hear it, and when this is coupled with communicative tasks.

During teaching and learning process, using video as media can be used to attract the students to be more actively in reading habit, because video is available of sub-title in English. It is supported by Zanon (2006) states that 'video with sub-title is used by students to comprehend and find certain information'. Therefore, these help students to enhance their language acquisition. 'By reading sub-title in video, it will help students to improve their reading ability to be speed up and comprehensible' (Vanderplank, 1988). Thus, the relationship between sub-title and video itself is not always separated in learning activity because sub-title has a function to improve reading in video and also video itself as motivation in variation of learning for students thus students will be not boring and be comprehensible of material. To create reading habit in which can stimulate the comprehension of the students to text, thus it can be done by reading sub-title in video. By watching video that is familiar and created in right sequence, it will make students catching information based on that video easily.

In addition, the students' responses during teaching and learning process indicated that they were trying to figure out and connect their ideas in order to comprehend the text well. Here, the teacher responded the students' idea and balance the students' perspective by giving her own perspective. Those conditions and process engaged students in the ideas of the text and built understanding.

On the other hand, the students who were taught by using picture series did not get better result than the students who were taught by using video. Three stages in teaching reading using picture consist of

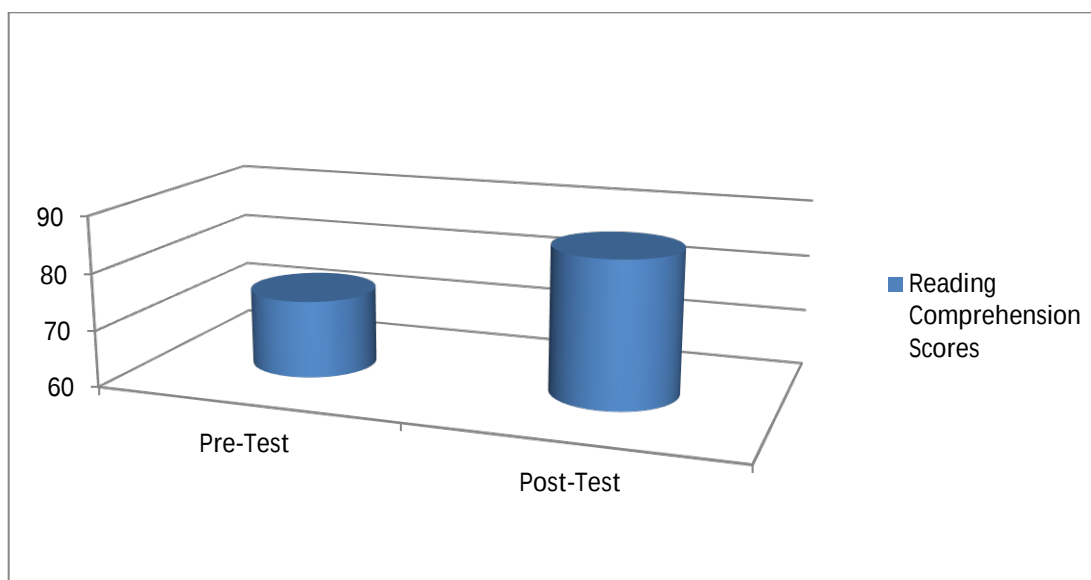
pre-reading which prepares the students for reading the text. Such activity could include providing a reason for reading, introducing the text, breaking up the text and dealing with new language. In while-reading, the students completed as they read. While in post-reading, it was designed to provide a global understanding of the text in term of evaluation and personal response toward the text. The thing that needed to be considered was about assigning students material to be read and then posed questions to evaluate their comprehension in post reading activity. The students were left on their own until reading was completed. The teaching and learning activity might not lead to productive reading for several reasons. It was due to the students might have questions in their minds as they read. They might finish the text knowing only that they was lost but not sure why. Sometimes, the teacher did not aware their students had constructed misconception about the passage and only thought they understood. These weaknesses probably made the students'

score in control class were lower than the experiment class.

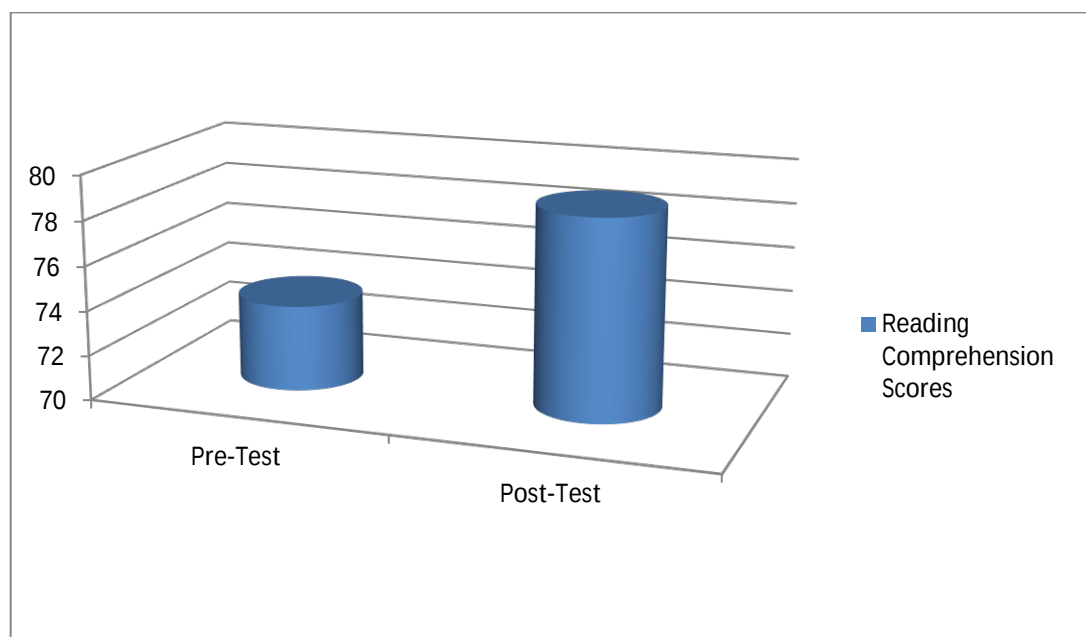
The average of reading comprehension score in experimental group was higher than in control group. It showed that using video is more effective than picture. According to Alessi (2001), video is a powerful tool for learning and instruction. It is difficult to illustrate human behavior in interpersonal situations, for example, without showing a video. It is hard to show a student the effects of body language on communication using only graphics or still photographs. The movements of athletes or animals are best captured by video. Video here has also been included for motivational reason.

The significant effect from both of media used could be seen from the interactive graph, students who were taught by using video had higher mean score than the mean score of students' who were taught by using picture.

**Graphic 1. Pre-Test and Post-Test Score in Experimental Class**



**Graphic 2. Pre-Test and Post-Test Score in Control Class**



Mean scores of post-test of experimental class was 85.56. Meanwhile, mean of students in control class post-test was 78.89. Based on mean scores of the post-test of both group, the mean scores increased significantly. Experimental class post-test had better reading comprehension scores than control group. It indicated that the group that using video as media had better reading comprehension than the group that using pictures as media. Based on the explanation above, comparing reading comprehension test result of using video and picture, students using video had significantly higher score in reading comprehension. It means video is more effective than picture.

## CONCLUSION

Based on the research findings that were done for health students of University of Adiwangsa Jambi, it can be concluded that subtitle video and picture series gives a significant effect on students reading comprehension. It can be seen from the mean score of students' reading comprehension both of the classes. Comparing using subtitle video and picture series in teaching and learning process, using subtitle gives better effect to improve health students' reading comprehension than

pictures series. It is also implied that using video can be selected as an alternative media that the lectures can apply in teaching reading in the classroom because it is tested statistically that using video gives better effect on reading comprehension of the students. It depends to the lecturer to choose the appropriate video and picture to be used related to the topic they learn.

## SUGGESTION

Based on these conclusions, the following recommendations were made. Video and picture have many useful features that can be used to facilitate language teaching and learning. However, it depends on many factors such as the choice and preparation of materials using video and picture carefully. It is necessary to check the electronic equipments, organizing the class, and the most important thing is selecting suitable video and picture. Using video as media in teaching and learning could be a good alternative since it gives better impact on students' reading comprehension. In addition, using more creative and well-planned instructional planning is also suggested. Moreover, for the researcher in similar field of study, it is suggested to investigate other language skills, such as listening, speaking and writing.

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