

USING PLOT OF FILM TO IMPROVE READING COMPREHENSION

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Abstrak

This study aims to investigate the effectiveness of using film plots as a medium to enhance students' reading comprehension at SMA Satria Makassar. Employing a pre-experimental research design, the study involved a sample selected through purposive sampling. The research procedure included administering a pretest and posttest to measure students' reading comprehension before and after the treatment. The data analysis reveals a significant improvement in students' performance, with the mean score increasing from 5.89 in the pretest to 12.11 in the posttest. This finding indicates that integrating film plots into language instruction can positively impact students' reading comprehension skills. The use of familiar and engaging narrative structures in film plots may provide contextual clues and stimulate students' interest, thereby enhancing their understanding of texts. Based on the results, it can be concluded that incorporating multimedia elements, such as film plots, serves as an effective pedagogical tool to improve reading comprehension in EFL contexts. This study supports the notion that innovative teaching strategies aligned with students' interests can foster better learning outcomes in language education. Further research with larger samples and varied contexts is recommended to strengthen the generalizability of the findings.

Keywords: Plot, Film, Reading Comprehension.

INTRODUCTION

Reading comprehension is a critical English language learning skill, yet many students struggle to completely comprehend texts because of low motivation and poor teaching methods. The usage of cinema plot, which blends narrative components with visual and emotional engagement to make reading more approachable and pleasurable, is one viable substitute. By boosting interest, promoting deeper cognitive engagement, and offering contextual support, this method is thought to improve comprehension. Thus, the purpose of this study is to determine how well the film's plot may be used to enhance the reading comprehension of SMA Satria Makassar students in the eleventh grade. This method is anticipated to make a significant contribution to the teaching of the English language, particularly in the reading domain.

REVIEW OF LITERATURE

We provide an overview of the earlier studies carried out in this field. These studies constitute the basis of our knowledge and offer important background information that guides the current inquiry. Examining earlier research enables us to locate proven theories, approaches, and conclusions that are pertinent to our subject. Additionally, it helps us identify any gaps or constraints that our research aims to fill. We may place our research within the larger scholarly discourse and expand on the discoveries made by others by looking at these earlier attempts. Key scientific contributions are outlined in the section that follows, providing a thorough synopsis of current developments and pertinent information in this area.

Yudis (2012) in her research concluded that, spoof text can improve reading comprehension of the second year students of SMA Mnginsidi Makassar. Then, Gatung (2012) in his research concluded that, plot analysis of film can improve writing ability of the fourth semester students of English Department of STKIP YPUP Makassar. Considering to the research above the researcher conclude that, using narrative text including plot of film can improve the ability of the students both in reading and writing.

METHODS

The research's approach was thoughtfully created to examine how well a movie's plot may be used as a teaching tool to improve students' reading comprehension. The one-group pretest and posttest approach, which is suitable for assessing the effects of a treatment or intervention in a single group of participants across time, was the pre-experimental design that the researcher used. The researcher was able to track changes in the students' reading performance before and after the instructional strategy was used because to this research design.

The 63 students from three classrooms in the eleventh grade at SMA Satria Makassar during the 2012–2013 school year made up the study's population. One class was chosen as the research sample using a purposive sampling strategy. 26 kids from class XI IPS were selected as the sample. This class was chosen because it was thought to be representative of a normal collection of pupils with a range of reading levels.

The utilization of a movie's plot as a teaching tool was the independent variable in this study, while the students' reading comprehension was the dependent variable. A reading comprehension exam served as the primary data collection tool for these variables. A pretest was given before the treatment began, and a posttest was provided following the conclusion of the treatment. The purpose of both exams was to evaluate students' comprehension of written English materials.

Pretest administration, treatment sessions, and posttest administration were the three main steps in the data collection process. Students were given reading passages that included movie plots as part of the pretest, and they had to respond to comprehension questions based on the material. After that, students participated in three sessions during the treatment period, using various movie plots as reading material. The instructor presented a movie scenario, described its plot, and assisted the class in deciphering and responding to associated comprehension questions. Lastly, a posttest was administered to gauge how much the students' reading comprehension had improved following the intervention.

The researcher used both descriptive and inferential statistics to examine the data that was gathered. First, using conventional score ranges, individual scores were computed and categorized into several groups (such as excellent, very good, good, fair, and poor). The class's total performance before and after the treatment was then calculated using the pretest and posttest mean scores. The t-test formula, which was based on the methods Gay (1981) outlined, was used to determine the significance of the difference between the pretest and posttest scores. This statistical test assisted in determining if the students' score improvement was statistically significant or the result of pure chance.

Conclusively, the method component of this study established a methodical framework for evaluating how well students' reading comprehension is enhanced by the use of movie plots as a teaching tool. The researcher guaranteed the validity and reliability of the results by using a systematic research design, pertinent sampling strategy, suitable data collection tools, and exacting data analysis techniques. This approach offered a straightforward means to assess the efficacy of a captivating, media-based reading technique that might improve language acquisition in secondary school contexts.

FINDINGS AND DISCUSSION

FINDINGS

The findings of the research deals with the students' score of pretest, the frequency and rate percentage of the students' score, hypothesis testing and the mean score.

In this section, the researcher presents the students' result of both pre-test and post test.

Table 1. The students' score of both pre-test and post-test

No	Sample	Pre-test x1	Post-test X2
1	MHA	6,7	9,3
2	S M	5,3	8
3	AR Y	6	7,3
4	MI	6,7	9,3
5	M J N	5,3	8
6	SF	4	8
7	DA	4,7	8
8	MFS	6	7,3
9	M	6	8,7
10	Y B	6	8
11	KD	7,3	8,7
12	A	6,7	8
13	R A	6,7	8
14	M	7,3	9,3
15	E R	5,3	7,3
16	H	5,3	8,7
17	I	6	8,3
18	EF	6,7	8
19	P R A	4	9,3

20	HW	6,7	8
21	AS	4	7,3
22	N J	5,3	8
23	SSZ	7,3	9,3
24	S Z	6	8,3
25	M A	6	9,3
26	B N	6	8,3
N=26		$\sum X_1 = 153,3$	X2=214

The students' total score of pre-test was 153,3, while the students' total score post-test was 214. It can be inferred that the students' total score of post-test was higher than the students' total score of post-test.

This section presents the Students' score of pretest (X_1), posttest (X_2) Gain/ Difference between the matched pair (D), and the square of the gain (D_2). The students' result of both pre-test and post-test were compared to know whether or not there was a significance difference of the students' achievement reading comprehension. And the data of both pre-test and post-test are shown in the following table.

Students' score of pretest (X_1), posttest (X_2) Gain/ Difference between the matched pair (D), and the square of the gain (D_2).

No	Sample	X1	X2	(X2-X1)	D^2
1.	MHA	6,7	9,3	2,6	6,76
2.	S M	5,3	8	2,7	7,29
3.	AR Y	6	7,3	1,3	1,69
4.	MI	6,7	9,3	2,6	6,76
5.	M J N	5,3	8	2,7	7,29
6.	SF	4	8	4	16
7.	DA	4,7	8	3,3	10,89
8.	MFS	6	7,3	1,3	1,69
9.	M	6	8,7	2,7	7,29
10.	Y B	6	8	2	4
11.	KD	7,3	8,7	1,4	1,96
12.	A	6,7	8	1,3	1,69

13.	R A	6,7	8	1,3	1,69
14.	M	7,3	9,3	2	4
15.	E R	5,3	7,3	2	4
16.	H	5,3	8,7	3,4	11,56
17.	I	6	8,3	2,3	5,29
18.	EF	6,7	8	1,3	1,69
19.	P R A	4	9,3	5,3	28,09
20.	HW	6,7	8	1,3	1,69
21.	AS	4	7,3	3,3	10,89
22.	N J	5,3	8	2,7	7,29
23.	SSZ	7,3	9,3	2	4
24.	S Z	6	8,3	2,3	5,29
25.	M A	6	9,3	3,3	10,89
26.	B N	6	8,3	2,3	5,29
N=26		$\sum X_1$ = 153,3	X2=315	$\sum D = 61,4$	$\sum D^2$ = 174,97

The maximum score in pre test was 7,3 and the students' minimum score was 4 Whereas in post-test, the maximum score was 9,3 and the minimum score was 7,3. The gain /difference between the matched pair was 61,4. And the square of gain was 174,97.

The students' pre-test score classification

No	Sample	X1 (Pre-test)	Classification
1.	MHA	6,7	Fairly good
2.	S M	5,3	Poor
3.	AR Y	6	Fair
4.	MI	6,7	Fairly good
5.	M J N	5,3	Poor
6.	SF	4	Poor
7.	DA	4,7	Fair
8.	MFS	6	Fair
9.	M	6	Fair
10.	Y B	6	Fair
11.	KD	7,3	Fairly good
12.	A	6,7	Fairly good
13.	R A	6,7	Fairly good
14.	M	7,3	Fairly Good
15.	E R	5,3	Fair
16.	H	5,3	Fair
17.	I	6	Fair
18.	EF	6,7	Fair good
19.	P R A	4	Poor
20.	HW	6,7	Fairly good
21.	AS	4	Poor
22.	N J	5,3	Fair

23.	SSZ	7,3	Fairly good
24.	S Z	6	Fair
25.	M A	6	Fair
26.	B N	6	Fair
N=26		$\Sigma X1=153,3$	

Based on the data shown in the table above most students were classified as fair. And no one student of 26 students was classified as very good. Then the students' score were put into the percentage.

The students' post-test score classification

No	Sample	X2 (Post-test)	Classification
1.	MHA	9,3	Very Good
2.	S M	8	Good
3.	AR Y	7,3	Fairly Good
4.	MI	9,3	Very Good
5.	M J N	8	Good
6.	SF	8	Good
7.	DA	8	Good
8.	MFS	7,3	Fairly good
9.	M	8,7	Very Good
10.	Y B	8	Good
11.	KD	8,7	Very Good
12.	A	8	Good
13.	R A	8	Good
14.	M	9,3	Very Good
15.	E R	7,3	Fairly Good
16.	H	8,7	Very Good
17.	I	8,3	Good
18.	EF	8	Good
19.	P R A	9,3	Very Good
20.	HW	8	Good
21.	AS	7,3	Fairly good
22.	N J	8	Good
23.	SSZ	9,3	Very Good
24.	S Z	8,3	Good
25.	M A	9,3	Very Good
26.	B N	8,3	Good
N = 26		X2=315	

Most students were classified as good classification in post-test. And no one student of 26 students was classified a poor and very poor. then the students' score were put into the rate percentage.

There were 9 student (34,61%) out of 26 students got very god score, 13 students (50%) out of 26 students got good score, 4 students (15,39%) out of 26 students got fairly score. And there was no student of 26 students was classified as very poor. Based on the data shown, most of the students in post-test were classified as good.

After knowing the students' rate percentage of both pre-test and post-test, the researcher presented the students' comparison rate percentage of pre-test and post-test and score situation. The students' rate percentage and students' situation score are presented in the following tables. The students' situation score are categorized into three criteria, such as increase, unchanged, and decrease.

No one student of 26 students was classified as very good pre-test, there were 34,61% students were classified as very good in post-test, It means that there were more number of students were classified as very good in post-test than pre-test. There were no students classified as good in pre-test. It means that there were more number of students were classified as good in post- test than pre-test. It can be inferred that the students' score have been improved after applying the plot of film in teaching reading.

There were 34,61% students of 26 students were classified as fairly good in pre-test, while there were 46,15% students were classified as fair. It means that there were only a few students who were classified as fair in post-test than in pre-test. There were 19,24% students were classified as poor and no one students of 26 students were classified as very poor in pre-test, while no student of 26 students was classified as poor and very poor in post-test. It can be inferred that the use of plot of film have improved the students' score in reading comprehension.

All the students as the sample of this research have increased their score. And no one student of 26 students has not increased their score.

– Mean Score of the students' pre-test

$$\underline{X} = \frac{\sum X}{N}$$

$$\underline{X} = \frac{153,3}{26}$$

$$\underline{X} = 5,89$$

Thus, the mean score of pre test is 5,89

– Mean score of the students' post-test

$$\underline{X} = \frac{\sum X}{N}$$

$$\underline{X} = \frac{315}{26}$$

$$\underline{X} = 12,11$$

Thus, the mean score of post test is 12,11

The mean score of students' pretest was 5,89 which classified as fair, while the main score of the students' posttest was 12,11 which classified as good, the mean score of the students' posttest was higher than the mean score of the students pretest. It can be said that, after giving treatment by using plot of film, the students achievement in reading comprehension is improve.

Finding out the significant difference between the mean scores of the students pre-test and post-test by using the following formula:

$$\underline{D} = \frac{\sum D}{N}$$

$$\underline{D} = \frac{61,4}{26}$$

$$\underline{D} = 2,36$$

$$t = \frac{\underline{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

$$t = \frac{2,36}{\sqrt{\frac{\Sigma 174,97^2 - \frac{(\Sigma 61,4)^2}{26}}{26(26-1)}}$$

$$t = \frac{2,36}{\sqrt{\frac{174,97 - 144,99}{650}}}$$

$$t = \frac{2,36}{\sqrt{\frac{29,98}{650}}}$$

$$t = \frac{2,36}{\sqrt{0,04}}$$

$$t = \frac{2,36}{0,04}$$

$$t = 59$$

Table 1. The students' reading comprehension achievement

Df	Level of Significance (P)	t-test Value	t-table Value
29	0,5	59	2,060

The data in the table shows that the t- test value higher than t- table value ($59 > 2,060$). It can be concluded that there was a significant difference between the results of the students' pretest and posttest in the use of plot film to increase reading comprehension.

DISCUSSION

This research used plot of film technique in teaching reading comprehension to the students. The population of this research was the eleventh grade students of SMA Satria Makassar. The sample of this research was Social Science Class. The sample of this research were collected by using reading test and the kind of reading test used was essay test.

The data of both pre-test and post-test have been compared. The data of pre-test explained that most students in pre-test result were qualified as fair. And the data of post-test explained that most

students in post-test result were qualified as good. Based on this analysis, the students' reading comprehension has been improved after they had been taught by using plot of film technique.

Referring to the data of both pre-test and post-test, it can be seen that the total score of pre-test ($\sum X_1$) was 153,3 and the total score of post-test ($\sum X_2$) was 315, gain or difference between matched pairs ($\sum D$) was 61,4 and square of gain (D^2) was 174,97. It can be concluded that the student' total score of post-test was higher than the students' total score of pre-test after they had been taught by using plot of film Technique. The discussion deals with interpretation of the findings derived from the data analysis. The description of the data collected through reading test was explained in the previous showed that the students' English reading was increase. It was supported by the result of frequency and the rate percentage of the students' test in pretest and posttest. The students' score after presenting material by using plot of film in the teaching reading was better than before the treatment that given to the students.

In pretest, there was 9 students (34,61%) classified into "fairly good score", 12 students (46,15%) classified into "fair score", 5 students (19,24%) classified into "poor score", none of them was classified into "excellent, good and very good score. In post-test there were 9 students (34,61%) classified into "very good", 13 students (50%) classified into "good", 4 students (15,39%) classified into "fairly good", none of them was classified into "excellent, fair, poor and very poor" score.

The researcher found that the result of post-test was higher than pre-test, where the students score in pretest 5,89 and which was categorized as fair and in post-test the students got score 12,11 categorized as good. It means that using plot of film was effective in improving students' reading comprehension. The improving of the students' ability in reading comprehension was also proved by the value of t-test was higher than the value of t-table ($59 > 2,060$). The criteria used to reject or to accept the hypothesis said that the null hypothesis (H_0) was rejected when the value of the t-test is greater than the value of the t-table, and automatically the alternative hypothesis (H_1) was accepted. It means score of pretest and the posttest were significantly different. From the discussion above, it can be concluded that the eleventh grade students of SMA Satria Makassar have a good comprehension after learning reading subject through plot of film.

Finally, it's clear enough that the mean score and the t-test analysis drew some result or conclusion that, there was a significance difference between the results of pre-test and post-test. In other words, plot of film as a media in teaching and learning English reading was effective to improve the students' reading comprehension.

CONCLUSION

Reading is an activity done by everyone in getting the information and knowledge. It is also done by the students in school. The students need to read many things to enrich their knowledge. But while they are reading, some of them are facing the problems in understanding the content of the reading text. The students feel difficult in determining the content of the reading text. Helping the students to understand the content of reading text or material is one of the teachers' duties in teaching and learning process. Teaching reading requires high attention of teachers. What should be done by the teachers here is by providing the students some teaching reading techniques. Therefore, the students will be easy to understand the content of the text.

Relating to the case above, the researcher of this research has applied one teaching technique that is plot of film. The following are some conclusions on how plot of film improved the students' reading

comprehension achievement. The used of plot of film could improve reading comprehension of the second year students of SMA Satria Makassar in academic year 2013/2014. It was proved by the pre-test and post-test ,where post-test (12,11) was higher than pre-test (5,89). There was a significance difference between the result of pre-test and post-test which indicates that using plot of film in teaching reading could help students to improve their comprehension.

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