

The View Of Efl Learners On Using Movie Subtitle In Teaching Reading Comprehension

Syamsul Bahri¹⁾ Dea Utami
Permatasari²⁾

¹⁾Pendidikan Bahasa Inggris, Universitas
Negeri Ar-Raniry Banda Aceh,
Indonesia

²⁾Pendidikan Bahasa Inggris, Universitas
Negeri Ar-Raniry Banda Aceh,
Indonesia

Email: syamsul.bahri@ar-raniry.ac.id

Abstrak. Penelitian ini mengkaji manfaat penggunaan subtitle pada film dalam pengajaran *reading comprehension*. Kajian ini bertujuan melihat manfaat penggunaan subtitle pada film dalam meningkatkan pemahaman siswa. Hasil test dan observasi menunjukkan bahwa teknik ini mendukung siswa dalam *reading comprehension* untuk, terbukti dengan adanya peningkatan nilai pada hasil pre-test dan post-test sampai 60 %. Hasil dari quesioner menunjukkan bahwa sebagian besar siswa memberikan respon positif terhadap pembelajaran dengan menggunakan teknik ini, terbukti ada 69 % siswa setuju. Bahwa teknik subtitle film ini dapat membantu mereka dalam memahami bacaan dan juga mendapatkan pengetahuan yang baru. Sebagai kesimpulan dapat dikatakan bahwa penggunaan subtitle film memberikan efek yang kuat serta memberikan pengaruh yang positif bagi para siswa.

Kata Kunci: *Pembelajar Bahasa Inggris sebagai bahasa Asing, Subtitle Film dan Pemahaman Bacaan.*

Abstrack. This study examines the advantages of teaching reading comprehension by using movie subtitle. The aim of this study is to investigate the good points of movie subtitle in improving students' reading comprehension. The results from test and questionnaire show that this technique support teaching reading. This can be proved that students' result was sharply improved. It means that the increase from the pre-test and the post-test was 60 %. The findings from the analysis of questionnaire show most of the students provide positive responses about students' reflection on learning by using this technique in which the fast majority (69 %) of them agreed that movie subtitle technique helps them in comprehending the reading and also get a new knowledge from it. Therefore, it can be concluded that movie subtitle provide strong effect on students' reading score and positive influence for them.

Key Words: *EFL Learners, Movie Subtitle, Reading Comprehension*

INTRODUCTION

Teaching reading through subtitles were found to be interesting and enable to enhance EFL learning experiences, making reading more enjoyable and effective. Movie subtitle is textual versions of the dialog in movies or films and television programs, usually displayed at the lower part of the screen. According to Reich (2006), subtitling is a branch of translation called audiovisual translation in which viewers can

read statements of dialogues on the screen as well as watch the images and listen to the dialogues.

The use of movie provides a rich context on which students can improve their comprehension. Ali Karakas and Arif Saricoban (2012) pointed out that the students feel comfortable since it is easy for them to get meaning from such a foreign language film with subtitles and caption. A movie with subtitle in their own language will reduce their awareness toward the language that they learn. It means that their focus is on reading subtitle in their own language to get the meaning accross. So, it can help the leaners can increase their awareness of the L2 learning. Recognizing the lack of scholarly study of the use of movie subtitle in teaching reading comprehension, I am interested to conduct the study.

The use of English subtitle can also encourage the other skills, such as vocabulary, listening and reading. Karakas and Saricoban (2012) state that there have been studies that focused on the effects of subtitles or captions on comprehension in reading, listening and vocabulary acquisition (Baltova, 1999; Danan, 2004).

Another relevant research to this study is conducted by Hwang Yanling (2011) entitled "Using Subtitle to Enliven Reading" that shows subtitle as an effective media that can be applied when learning English reading. It can make students interested in learning reading. The present study attempts to highlight whether or not the use of movie subtitle to improve students' reading comprehension.

It is worth mentioning the definition of reading before explaining reading comprehension and its purposes. Harmer (1991, p. 153) said that "reading is an exercise dominated by the eyes and brain. The eyes receive message and brain then has to work out the significance of this message". In a larger spektrum Alyousef (2005, p. 144) defined "reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency. It means that reading is a process of understanding the meaning of a text in which the readers can get important ideas. Reading can be a valuable activity because it can develop one's knowledge from information he gets in the printed material. It is an essential skill that must be mastered and improved by a student especially in learning language. As Heilman (1981, p. 5)

perceived that “reading is language process, children being taught to read must understand the relationship between reading and their language”.

Wardhaugh (1969, p. 133) said that “the reading process is exemplified by the total output”. He also defined, when a person reads a text, he or she is attempting to discover the meaning of what he or she is reading by using the visual clues of spelling, his or her knowledge of probabilities of occurrence, his or her contextual-pragmatic knowledge, and his or her syntactic and semantic competence to give a meaningful interpretation to the text. Because the reading is not a passive process, in which a reader takes something out of the text without any effort or merely recognizes what in the text.

Reading is an important activity in learning a language process through which readers can obtain a lot of meaningful information on many things. But, the aim of teaching reading in a foreign language class or program is to help the students to be able to understand, to retrieve, and to recover meaningful information that can be used later for various purposes. River (1981, p. 259) and Grellet (1986, p. 4) perceived that reading is an important activity in any language class. It can be a source of information and enjoyable activity, and also as means of consolidating and extending one’s knowledge.

Comprehension cannot be separated while doing a reading. Cowell (2012) in his research affirms that:

“Comprehension in reading is a process in which the reader constructs meaning while, or after, interacting with a text through the combination of prior knowledge and prior experience, information in text, the stance he or she takes in relation to the text, and immediate, remembered, or anticipated social interactions and communications.”

In brief, comprehension is a process of the readers’ activity to understanding of reading text.

The activity of reading has many purposes depending on what people need. However, the main purpose of reading is to acquire the information. As mentioned before, Nunan (1999) stated that there are seven main purposes of reading; To obtain information for some purposes or because we are curious about some topic, To obtain instructions on how to perform some task for our work or daily life, To act in a play,

play a game, do a puzzle; To keep in touch with friends by correspondence or to understand business letters; To know when or where something will take place or what is available; To know what is happening or has happened (as reported in newspaper, magazines, reports); and For enjoyment or excitement.

Based on the above explanation, Nuttal (1996) suggests that the overriding purpose of reading is to get correct message or information from a text or to receive the messages that writer intended for the reader. In addition, the reader can have the same purpose of reading but different reasons in doing it. There are two kinds of reasons that be used in finding information from reading texts.

a. Reading for Pleasure

Clark and Rumbold (2006, p. 6) emphasize that “reading for pleasure refers to reading that we do because of our own free will”. It refers to reading that has begun at someone else’s request we continue because we are interested in. In addition, reading for pleasure is a form of play that allows us to experience other words and roles in our imagination.

b. Reading for Academic Studies

J. Robinson (2002) Reading for academic studies is reading for a certain need, to increase information in academic studies or to increase the ability for a certain subject. In academic reading, a reader may have to skim through a chapter or title of a text in searching main ideas about some aspect of a subject. In another case, readers also have to develop their ability to run eyes extremely, rapidly over many pages of text until they find the specific information relevant to their purpose; which is called scanning. In conclusion, skimming and scanning are two of reading strategies that are necessary for academic reading in searching the certain information.

Learning language through Subtitle

Watching subtitled films and series implicitly helps to learn a foreign language. English is the world’s most widely learned foreign language; hence the potential of learning through watching subtitle media can have great economic and social impact. As Qizi and Qizi (2024) state that subtitles can be a valuable part of language learning when used thoughtfully. Nevertheless, this widespread claim in society lacks

conclusive scientific evidence. In fact, the education experts and the public media have mixed opinions about the feasibility of learning languages through watching a film with subtitles. Subtitle audiovisual in English is becoming increasingly popular because access to audiovisual media in its original language with a subtitle is easy.

Subtitling may be defined as a translation practice that consists of presenting a written text, generally on the lower part of the screen, that discursive elements that appear in the image (letters, inserts, graffiti, inscription, placards, and the like), and the information that is contained on the soundtrack (songs, voice off). Neves (2008) believes that captioning and subtitling have exactly the same meaning although some make a distinction and believe that captioning is considered to be for both deaf and hearing-impaired viewers while subtitling is special to hearers.

Whilts, the National Captioning Institute defines captions as the process of converting the audio portion of a video production into text which is displayed on a television screen. The caption is typical which upper-case letters against a black background. Subtitles, on the other hand is defined as the permanently affixed onscreen text that represents the narration, dialogue, music, or sound effects in a program. Subtitles are typically placed at the bottom center of the television screen (Mundomedia digital studios, online glossary).

There have been pros and cons in the literature on using subtitles in foreign language education. As Vanderplank (1988) gives two potential benefits of subtitles. One is that subtitles might have potential value in helping the language acquisition process by providing the learners with the key to massive quantities of authentic and comprehensible input. The second is that subtitles might help to develop language proficiency through enabling learners to be conscious of new and unfamiliar language that might otherwise be lost in the stream of speech. In addition, Kellerman (1985) mentions that subtitles are also beneficial as an information processing aid. Encoding spoken information psychologically requires less effort than the more effortful semantic coding. So, the increased use of verbal representations presented visually could promote the use of semantic codes and facilitates memory. Danan (2004) concludes that subtitling increase comprehension and leads to additional cognitive benefits, such as greater depth of processing.

Zanon (2006, p.4) acknowledges that subtitled films provide a triple connection between “image, 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”.

However, some experts see the drawbacks of using subtitle. Zanon (2006) said that many viewers consider subtitles a nuisance because they cover visual information and so lessen the credibility of the film. Another prejudice is the traditional belief that subtitles are disturbing and a source of laziness. There is also a conviction that subtitles create a degree of dependence on the subtitles. In addition, Danan (2004) holds that language learners often have a feeling of guilt or annoyance when first exposed to subtitles, while teachers themselves tend to be openly hostile to their use. This is because subtitles are accused of encouraging learners to rely on the written text and foresting a form of laziness bordering on cheating.

Reese (1984) also believes that subtitles either impede or have no effect on learning from news stories. He believes that the reason may be the limitations of single channel processing, according to which human can attend to only one channel at a time. Switching attention from spoken text to written text impairs performance when processing demands are heavy because some information is lost in the process. Another possible disadvantage of the use of subtitles is that they might distract the viewer’s attention away from the screen. In order to follow a programmed, viewers have to alternate their attention to picture and subtitles. When the attention is focused on the subtitle, information provided in the picture might be missed. However, has never been demonstrated empirically. There is more reason to assume that switching attention from picture to subtitles (and vice versa) proceeds automatically and effortlessly (d’Ydewalle et al., 1987). So, Reese and Davie (1987) conclude that subtitles may impede understanding of the picture stories by distracting attention from the visuals.

METHOD

Context

State Senior High School (SMAN) 7 Banda Aceh that is located in Geuceu Komplek Banda Aceh, was built in 1999. This school has 845 students and consisting of 409 male and 436 female students. The sample of this study was the Tenth-grade students, and class X MIPA 4 was chosen as the subject of the study. The X MIPA 4 was functioned as the experimental group. The reason for choosing this class as the sample of the study is to find whether or not the using movie subtitle in teaching reading comprehension.

The school has facilities that can support teaching-learning process such as classrooms, principal room, teacher room, library, clinic 'UKS' room, canteen, sport field, storeroom and bathrooms. It also has computer room and administration room (DaftarSekolah.net).

Data Collection Technique

Data for this study were taken from the pre-test and post-test which was conducted in the beginning and at the end of the research. First, the students had to answer the pre-test questions. After that, the researcher did the experimental teaching using movie subtitle to teach reading comprehension. Then, the last meeting the researcher gave post-test to record the progress. To find out more information about the students' influence and perception about movie subtitle, the researcher passed the questionnaire which consisted of 10 questions. It had been given in the fourth meeting after doing the post-test. Through this questionnaire, the students chose one of the three options according to their perception. Then the questionnaire was analyzed and interpreted in the charts. To support the validity of the data, the researcher needs to use various kinds of data collecting technique. They are experimental class which is done in several meetings, and conducted tests, distributed questionnaire that is done after doing the test. The purpose of distributing the questionnaire was to know the students opinion about movie subtitle in reading comprehension.

A. Data Analysis

1. Test

In analyzing the test results, the writer uses the formula introduced by Sudjono (2008) to analyse the result of questionnaire as follow:

$$P = \frac{f}{N} \times 100\%$$

Remarks:

P = Percentage

F = Number of students choose every choice of
Answer for each statement

N = Total number of student

100% = Constant Value

RESULT AND DISCUSSION

As in the apporementioned part, the data are classified into two kinds of tests, pre-test and post-test. The former was given in the first meeting while the latter was given in the last meeting. The result of both the pre-test and the post-test can be seen in the following description:

1. The Result of Pre-Test

The results obtained by students in the pre-test can be seen below:

10	10	10	10	20	20	20	20	20	30	30	40
40	50	50	50	50	60	60	70	70	80	80	80
80	80										

It could be seen that the highest score for the pre-test was 80 and the lowest one was 10. Thus, the range of data is: $R = Hs - Ls = 80 - 10 = 70$. Therefore, the amount of interval class is:

$$\begin{aligned} K &= 1 + (3, 3) \log n \\ &= 1 + (3, 3) \log (26) \\ &= 1 + (3, 3) (1,4) \\ &= 1 + 4, 6 \\ &= 5, 6 \text{ taken } 6. \text{ Therefore, space of interval class is:} \end{aligned}$$

$$\begin{aligned} P &= \frac{R}{I} \\ &= \frac{70}{6} \end{aligned}$$

= 11.6 taken 12

Based on the calculated data, the frequency distribution of the pre-test can be formulated as follows:

Table 1 : Frequency Distribution of Pre-Test

No	Score	Fi	Xi	FiXi
1	10 - 21	9	15.5	139.5
2	22 - 32	2	27	54
3	33 - 44	2	38.5	77
4	45 - 56	4	50.5	202
5	57 - 68	2	62.5	125
6	69 - 80	7	74.5	521.5
Total		$\sum Fi$ 26		$\sum Xi$ 1119

Moreover, in order to calculate the mean of the pre-test the following formula is used:

$$\bar{X} = \frac{\sum FiXi}{\sum Fi}$$

$$\bar{X} = \frac{1119}{26}$$

$$\bar{X} = 43.03$$

2. The Result of Post-Test

The results of the post test can be seen below:

25	25	45	50	50	64	64	66	66	68	68
68	70	70	72	78	85	85	88	91	91	95
96	96	100	100							

Based on the range score presented above, it could be seen clearly that the highest score for the post-test was 100 and the lowest one was 25. The highest score is 60 and the lowest is 10. Thus, the range of data is: $R = Hs - Ls = 100 - 25 = 75$. Therefore, the amount of interval class is:

$$K = 1 + (3, 3) \log n$$

$$= 1 + (3, 3) \log (26)$$

$$= 1 + (3, 3) (1,4)$$

$$= 1 + 4, 6$$

$$= 5.6 \text{ taken } 6$$

Thus, the number of interval was 6.

Based on the calculated data, the frequency distribution of the pre-test can be formulated as follows:

Table 2 : Frequency Distribution of Post-Test

No	Score	Fi	Xi	FiXi
1	23 - 35	2	29	58
2	36 - 48	1	42	42
3	49 - 61	2	55	110
4	62 - 74	10	68	680
5	75 - 87	3	81	243
6	88 - 100	8	94	752
Total		$\sum Fi$ 26		$\sum Xi$ 1885

With the mean of the pre-test is $\bar{X} = 72.5$, the result shows that the mean score of the pre-test in the experimental class was 43.40 while the mean score of the post-test is 72.19 meaning that the post-test score was higher than that of the pre-test. So, the mean score of the pre-test was higher than that of the post-test. Briefly, the use of movie subtitle is quite effective to improve reading comprehension.

3. Analysis Questionnaire

This part describes the students' responses toward the questionnaire distributed among four respondents.

Table 2 : Learning to read using Subtitle Film helps me in learning.

Movie subtitle can help students in learning reading comprehension. The students provide positive responses on this issue. A half of the respondents say *strongly agree* that the use of movie subtitle in teaching reading comprehension is interesting. In addition, a half of students chose to *agree* with this statement. Besides, none of the students chose options to disagree and strongly disagree which indicating that most of the students consider the materials were quite helpfull. Its mean all of the

students agree that movie subtitle can help them in learning reading comprehension as shown in the table below:

Table 3 : Learning to Read using Movie Subtitle makes my time use more efficient.

Q. 1	Options	frequency	Percentage (%)
	a. Strongly Agree	13	50%
	b. Agree	13	50%
	c. Disagree	0	0%
	d. Strongly Agree	0	0%
	Total	26	100%

The use of movie subtitle in learning reading comprehension can save students' time, meaning it is more efficient. The data showed that 30.7% of the students strongly agree that their time use in learning reading by using movie subtitle is efficient. More than half respondents (61.5%) were agree to the statements. For several students (7.6% who disagree) the materials took a lot of time might be because the researcher used only one movie. In short, most of the students agree that using movie subtitle were make their time was efficient as can be seen in the table below:

Table 3 : Learning to read using Movie Subtitle motivates me to more actively read English text.

Q. 2	Options	Frequency	Percentage (%)
	a. Strongly Agree	8	30.7%
	b. Agree	16	61.5%
	c. Disagree	2	7.6%
	d. Strongly Agree	0	0%
		26	100%

The use of movie subtitle in learning reading comprehension also can motivate students to read English texts. The students claimed that the learning media and material is motivating enough to be delivered in the reading classroom. More than half of the students responded (57.6%) by choosing *strongly agree*, and the 38.4% of students give agreement reaction. In contrast, only 3.4% of them disagree with it, one of the students thought that movie subtitle was not motivating him/her in learning reading. It is assumed that students feel the movie subtitle given in the classroom is not sufficient to be motivating them in reading comprehension. The variation in each meeting is becoming very essential. So, it can make the students motivated in learning reading comprehension, the teacher needs to have various methods in teaching and most of the students were agree that movie subtitle was motivating in learning reading comprehension as it was shown in the table below:

Table 4 : I think learning to summarize using Movie Subtitle gives new knowledge.

Q. 3	Options	Frequency	Percentage (%)
	a. Strongly Agree	15	57.6%
	b. Agree	10	38.4%
	c. Disagree	1	3.8%
	d. Strongly Agree	0	0%
		26	100%

The use of movie subtitle is a good thing for students because it's more helpful. Students thought that they can learn through summarizing used in movie subtitle in which it give them new knowledge, as the students (46.1%) choose *strongly agree*. And 42.2% of them choose *agree* and only 11.5% of them choose *disagree*. As presented in the table, none of the students thought that summarize using movie subtitle not give new knowledge. But only 11.5% of them were thought that summarize with movie subtitle is not give new knowledge, they might be the students who were difficult to make summarizing about the movie and they might be lack of vocabulary.

Table 5 : Learn with Movie Subtitle add Students' English vocabulary.

Q. 4	Options	Frequency	Percentage (%)
	a. Strongly Agree	12	46.1%
	b. Agree	11	42.3%
	c. Disagree	3	11.5%
	d. Strongly Agree	0	0%
		26	100%

Learning English by using movie subtitle can help students to increase their vocabulary. This picture can be seen from the responses that they provided. A half of students (50% strongly agree) thought that movie subtitle can increase their vocabulary learning. The 38.4% of them were agreeing with. And only 7.6% of students disagreed with it, and it might be their thought if movie subtitle just to understand what the players or the story mean. So they are not disagreeing with that statement which tells the movie subtitle to increase their vocabulary.

Table 6 : “I do not find any difficulties in understanding English text by using Movie Subtitle”.

Q. 5	Options	Frequency	Percentage (%)
	a. Strongly Agree	13	50%
	b. Agree	10	38.4%
	c. Disagree	2	7.6%
	d. Strongly Agree	0	0%
		26	100%

The students do not find any significant difficulties in reading comprehension by using movie subtitle. It is only 3.8% were disagreeing and also 3.8% were strongly disagreeing. From that data, the researcher might conclude that the students who have the statement *disagree* and *strongly disagree* is probably do not have enough vocabularies, so it is hard for them to understand the English text that shown in the bottom of the screen (subtitle). Therefore, most of them chose that they do not find difficulty in understanding English text by using movie subtitle. It shows that 11.5% or 3 of the students strongly agreed with it. Nevertheless, 61.5% of them were agreeing with this. Perhaps they enjoyed watching the movie with the subtitle and also they can

see the body language of the players to help them more understand what story all about, as can be seen below:

Table 7: I get a lot of new knowledge from using Movie Subtitle as a reading method.

Q. 6	Options	Frequency	Percentage (%)
	a. Strongly Agree	3	11.5%
	b. Agree	16	61.5%
	c. Disagree	1	3.8%
	d. Strongly Agree	1	3.8%
	Total	26	100%

The new method makes students more active because they can learn it in different styles. In teaching reading, the teacher should be creative in choosing method that will be applied in their teaching. In the question, the 23.07 % of the samples strongly agree, the 69.2 % agree, and 3.8% disagree. The option of strongly disagree. However, there was one student or 3.8% thought that movie subtitle was not a new knowledge in a reading method. The researcher assumes that the students feel that movie subtitle is not enough method to get new knowledge in reading comprehension method.

Table 8 : I would rather learn to read using a different method than using Movie Subtitle.

Q. 7	Options	Frequency	Percentage (%)
	a. Strongly Agree	7	23.07%
	b. Agree	18	69.2%
	c. Disagree	1	3.8%
	d. Strongly Disagree	0	0%
	Total	26	100%

Teachers use different methods or styles because they helps teachers and students in process of teaching-learning. These various teaching styles are important to avoid boredom among students. The students strongly agree that they like studying reading comprehension by using a different method then 7.8% of them chose to agree, they would rather use another method than movie subtitle. Moreover, a half of the respondents *disagreed* that statement and the 34.6% *strongly disagreed* with the statement. The data lead us to conclude that most of the students would rather use movie subtitle in learning reading than other methods.

Table 9: The use of Movie Subtitle makes it easy for me to understand text reading.

Q. 8	Options	Frequency	Percentage (%)
	a. Strongly Agree	2	7.6%
	b. Agree	2	7.6%
	c. Disagree	13	50%
	d. Strongly Disagree	9	34.6%
	Total	26	100%

The use of movie subtitle is one of the easy methods that can be applied in reading comprehension with 42.3% (11 students) thought *strongly agree* that movie subtitle makes their easy to understand. Additionally, a half of them 53.8% (14 students) thought to agree with this statement. It can be seen that none of the students chose strongly disagree. So, the researcher concludes that the students were able to understand the text with movie subtitle because they also see the body language and hear the intonation when the players act.

Table 10 : Learning by using Movie Subtitle makes me more excited about learning to read.

Q. 9	Options	Frequency	Percentage (%)
	a. Strongly Agree	11	42.3%
	b. Agree	14	53.8%
	c. Disagree	1	3.8%

d. Strongly Disagree	0	0%
	26	100%

A method in teaching-learning is very influencing the student. So, the teacher should be active and creative in selecting a method or style of teaching reading comprehension. Half of the students (50%) choose *strongly agree*, and the 46.1% thought to agree. Somehow, there is one (3.8%) of the student considered the movie subtitle is not excited about learning reading. It is assumed that this appeared since the movie subtitle which was used in this research only one movie, the researcher assumes that materials are numb and unvaried. But, still that the material is important rather watch the movie.

Q. 10	Options	Frequency	Percentage (%)
	a. Strongly Agree	13	50%
	b. Agree	12	46.1%
	c. Disagree	1	3.8%
	d. Strongly disagree	0	0%
		26	100%

The result suggests that use of movie subtitle in reading comprehension was successful enough. Based on the tests given, the students are able to answer the questions that given easily, as it is shown in the post-test. So based on the findings, it is found that the use of movie subtitle in teaching reading could increase the students' reading ability. The effectiveness of the technique could be seen from the students' result test in the post-test score (100) was the higher than that of the pre test (80).

In addition, the mean also show a difference where in the pre-test mean is 43.03, while the post-test mean is 72.5, this is increasing by 29.47 points. Eventually, it could be concluded that movie subtitle could improve students' reading comprehension.

CONCLUSION

This study highlights that the teacher should use aids or tools to make the teaching and learning process more enjoyable for students by using teaching aids or

media which are easy to find around us, but sometimes we do not realize it. It is recommended to use movie subtitle as the technique in teaching reading comprehension. Movie subtitle can make the class more entertaining, active, and enjoyable. Movie subtitle is to increase students' reading comprehension. It can be seen in the research result that shows the significant difference between the score of the post-test obtained by the experimental class. In brief, it shows that movie subtitle is one way that can be used in increasing students' reading comprehension.

In reference to the conclusion, English teacher can use movie subtitle as an alternative teaching media, especially in teaching reading comprehension and the result of the study can be used as a reference for further relevant studies.

REFERENCES

- Alyousef, H. S. (2005). Teaching Reading Comprehension to ESL/EFL learners. *Language and Learning Journal* Vol. 5, No. 2, 143-154. Retrieved from <http://www.readingmatrix.com>.
- Baltova, I. (1999). *The Effect of Subtitled and Staged Video Input on The Learning and Retention of Content and Vocabulary in A Second Language*. Unpublished doctoral dissertation. University of Toronto, Canada.
- Clark, C. & Rumbold. K. (2006). *Reading for Pleasure: A Research Overview*, (Holden: National Literacy Trust), p. 6.
- Cowell, L. S. *Pre-Teaching Vocabulary to Improve Comprehension in a Narrative Text*, (Auburn: Published Dissertation of Graduate faculty of Auburn University, 2012)
- D'Ydewalle, G., J. van Rensbergen and J. Pollet (1987) 'Reading a Message When the Same Message is Available Auditorily in Another Language: The Case of Subtitling', pp. 313-21 in J.K. O'Regan and A. L'vy-Schoen (eds) *Eye Movements: From Physiology to Cognition*. Amsterdam: North-Holland.
- Danan, M. (2004). *Captioning and Subtitling: Undervalued Language Learning Strategies*. *Translators' Journal*, 49(1), 66-67. Dechant, Emerald 1973. *Reading Improvement in The Secondary School*. New Jersey. Englewood Clift, Prentice Hall, Inc.
- Grellet, Francois. (1986). *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercise*. London, Cambridge University Press.
- Harmer, J. (1991). *The Practice of English Language Teaching*. *Longman Handbook for Language Teacher*. London and New York. New Edition.
- Heilman, Blair, Rupley. (1981). *Principles and Practices of Teaching Reading*. Fifth Edition, A Bell and Nowell co.
- Hwang, Y. (2011). *Using Subtitle to Enliven Reading*. Chung Shan Medical University, Taiwan.
- Johnson, A. P. (2008). *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*. United States of America: The Rowman & Littlefield Publishing Group, Inc.
- Karakas, A., and Saricoban, A. (2012). *Teaching English with Technology*, IATEFL Poland Computer Special Interest Group and The University of Nicosia, 3-15.

- Kellerman, K. (1985). *Memory Processes in Media Effects*. Communication Research, 12, 83-131.
- Liu, Feng. (2010). *A short Analysis of Nature of Reading*, (online) www.ccsenet.org/ELT, vol.3 No.3.
- Neves, J., (2008). 10 fallacies about subtitling for the d/deaf and the hard of hearing. *The Journal of Specialized Translation*, 10: 128-143.
- Nunan, David, (1999, p. 251). *Second Language Teaching and Learning*, USA: Heinle & Heinle publisher.
- Nuttal, Christine, (1996). *Teaching Reading Skills in Foreign Language*. London: Heinemann Educational Book.
- Reese, S.D. (1984). Visual-verbal redundancy effects on television news learning. *Journal of Broadcasting*, 28, 79-87.
- Reese, S.D. and W.R. Davie, (1987). *Captioning effects on television news learning*. Paper Presented to the Radio-Television Journalism of the Association for Education in Journalism and Mass Communication Annual Conference, San Antonio, Texas.
- Reich, P., (2006). *The film and the book in translation*. MA Thesis. Masaryk University.
- River, Wilga M. (1981). *Technical Foreign Skills. Second Edition*. Chicago. The University Press.
- Robinson, J, "Skimming", (online) <file:///C:/Users/Public/Documents/skimming%20robinson%20j.pdf>, Accessed on June 17, 2017.
- Serravallo, J. (2010). *Teaching Reading in Small Group*, Heinemann: USA.
- Vanderplank, R., (1988). The value of Tele text sub-titles in language learning. *English Language Teaching Journal*, 42(4): 272-281.
- Wardaugh, R. (1969). *Reading: a linguistic perspective*. New York: Harcourt, Barce & World.
- Yuldasheva Sevinch Yardamjon qizi and Mingboyeva Tursunoy Zokirjon qizi. The use of subtitles in films as language learning tool: benefits and challenges. (2024). *Modern Education and Development*, 16(4), 78-95.
- Zanon, N.T., 2006. *Using Subtitles to Enhance Foreign Language Learning*. Porta Linguarum 6. http://www.ugr.es/~portalin/articulos/PL_numero6/talavan.pdf, Accessed June 16, 2017.