The Use of Movies as Reading Comprehension Materials for Eighth Grade

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ARTICLE INFORMATION	ABSTRACT
	The aim of this article is to describe the use of movies as reading materials for the eighth grade of junior high school. Movies can be developed as materials to enhance students' critical thinking and improve their comprehension through multimodal texts provided as their visual media in learning reading. By reading the subtitles of the movies, students could improve their reading skill supporting by visualization of images. The literature review of this article recommended why movies should be developed as reading materials in language learning with their advantages and benefits. Many previous studies suggested that movies could be the appropriate media for English language teaching to motivate students and improve their language skills. English teachers could modify and develop reading materials based on the movies' content to encourage students in language learning. This research applied research and development by adopting the Borg & Gall design. The data techniques of this research included a questionnaire, interview, observation, and documentation. The result of this research indicated that the total mean scores of material aspects, language aspects, and graphic aspects ranged from 3.00 to 3.50. Therefore, the scores were categorized as good and very good. Thus, it can be concluded that the developed product of this research was valid, effective, and appropriate.

1. Introduction

Digital media became the appropriate choice as media to facilitate students in language learning, especially for reading comprehension, in order to improve their understanding of information. The movie is an integrated way to advance the comprehension of information in textual form by using the visual and audio combination. The film features can help the students make a good understanding when they read a text. When they read, they recover the information and connect it to draw core information and interpret the information they gain from visualizing through the films or movies.

Visualizing process is an important process to enhance the comprehension of information in the reading. Drapper (via Ismaili, 2013: 123) reveals that visualization is a prerequisite for a good reader. The readers visualize the images to immerse themselves in rich detail when they read. When visualizing or reading images, people are engaging in both an active and creative process and draw on our general and specific knowledge, our tastes and habits and our personal contexts to make what we see, and to make sense of it' (Schirato & Webb, 2004). This condition will lead the students how they can comprehend the text clearly. Nevertheless, there should be not enough to comprehend a text because it greatly evokes a gap among the readers with different comprehension levels. The use of visual aids such as movies by the teacher will be very helpful to improve their comprehension in learning reading. Reading comprehension material is necessary to develop since the digital era began through films, movies, or videos as visual media.

Movies can be a pleasurable digital source to learn reading through a combination of visual and verbal information for students to read. Ismaili (2013) states that movies are an enjoyable entertainment and language acquisition source. For this reason, many

scholars and EFL practitioners select to watch the movie adaptations of famous and current novels as a supplementary source to the reading. The practice has shown that reading an entire book can be tiresome and boring, while an audio-visual experience can be more entertaining and engaging to students. Therefore, English teachers should implement digital media such as movies or films to make students enthusiastic in the learning process. The prospect of English teaching and learning will be more enjoyable and entertaining.

2. Literature Review
2.1. Previous studies
The previous relevant study conducted by Khan (2015) with the title "Using Films in the ESL Classroom to Improve Communication Skills of Non-Native Learners". She suggested that greater exposure to audio-visual technologies such as films can lead to growth in second language acquisition to a significant extent in non-native English language learning environments. She pointed out that films offer an innovative opportunity to help English teachers in teaching more effectively. Its future success is entirely dependent on the support of the schools. Schools need to be more open to change and support and promote the use of films in the ESL classroom.

Cakir (2006) conducted another previous relevant study with the title "The Use of Video as an Audio-Visual Material in Foreign Languages Teaching classroom". He proved that video was one of the best materials that enable students to practice what they have learned through various techniques. When the video was used appropriately, it could be quite beneficial for students to develop their skills in learning English with motivational knowledge from the video.

The previous relevant study also proved that movies could positively affect students' language learning process. She believed that using movies help students to become active participants in classroom activities, and it also could enhance the interaction among students in the class. Movies could improve students' communicative competence and provide students' opportunity to use English. The research conducted by Ismaili (2013) with the title "The Effectiveness of Using Movies in the EFL Classroom".

The recent previous research was conducted by Kabooha (2016) with the title "Using Movies in EFL Classrooms: A Study Conducted at the English Language Institute (ELI), King Abdul-Aziz University". She pointed out that movies can enhance students' language skills. Besides, movies also improve their vocabulary acquisition. Moreover, movies can be an effective tool when used suitably.

Many relevant studies revealed that movies or films could be a great media to help language learning, a powerful tool to make learning interactive and innovative, and a good choice to improve vocabulary acquisition, advance students' communicative competence, increase students' motivation, and enhance students' language skills. Undeniable, movies provided many advantages to implement in the EFL Classroom. Thus, movies always are interesting to develop as materials to encourage students' desire in language learning.

This research aims to develop short movies as reading comprehension materials to motivate eighth-grade students. The researcher implements short movies as materials to make interactive and innovative learning reading through educational and inspirational contents. The use of short movies as materials in this research permitted students to learn multimodal texts for supporting their comprehension and literacy skills for promoting GLS activity that led students' motivation to read for 15 minutes at the beginning of the learning process.

2.2. Theoretical Part
2.2.1. Reading Comprehension
Reading is often defined as the meaning making of printed information. Moreillon (2007: 10) stated that reading is making meaning from print and visual information. Making meaning from visual information involves watching movies, moving pictures, audio-video recordings, graphic arts, and so on. Making meaning from printed information involves newspapers, textbooks, articles, letters, and diaries. Stephenson and Harold (2009) stated that reading is a process of guessing meaning from the context with background knowledge support. In the process of guessing, the reader should know the context as meaning clarification and use background knowledge as supporting to guess it effectively and clearly, because good readers should able to relate a text and their own background knowledge efficiently.

2.2.2. Techniques in Teaching Reading
There are three techniques for English teachers to teach reading: pre-reading, reading, and post-reading activities. These techniques would be the guidance for teachers to manage the activities and exercises of learning reading.

2.2.2.1. Pre-Reading Activities

Toprak and Almacioglu (2009) proposed that pre-reading promotes students to activate their background knowledge and schemata. This stage facilitated students to predict the themes or clues of the text they will learn. Furthermore, Celce-Murcia (2001) mentioned that pre-reading offered five important purposes. It supports students' access background knowledge, provides specific information for effective comprehension, inspires students' interest, establishes students' expectations, and provides model strategies that students used on their own. Stephenson (2009) suggested the activities should teachers do before the lesson. They are making brainstorming, introducing vocabulary using visuals, sketches, and realia, making discussion, focusing questions, sequencing pictures, predicting, sequencing a series of keywords.

2.2.2.2. While-Reading Activities

According to Toprak and Almacioglu (2009), while reading provided exercises to help students advance reading strategies, enhance their control of the foreign language, and decode text passages problems. This stage facilitated students to elevate their comprehension skill of text by doing their activity sheets. Celce-Murcia (2001) stated that reading establishes students' focus through the text. Students focus on understanding difficult concepts, making sense of the complex sentences, examining the relationship among ideas or characters in the text. Stephenson (2009) proposed activities to do while reading activities. They answer true/false questions, answer multiple-choice questions, sequence events, predict the ending, sequence the pictures, and summarise a text.

2.2.2.3. Post-Reading Activities

Celce Murcia (2001) stated that post-reading used to extend students' ideas and information. They considered that the major ideas and supporting information are understood. This stage required students to use information from the text. According to Brown (2001), after reading used to give students the comprehension questions activity. The activities can be writing exercises, vocabulary study, identifying author's purpose, and discussion. Toprak and Almacioglu (2009) proposed that post-reading facilitated students to improve their deeper analysis about the text they read by summarizing the content of the text and making a class discussion. Stephenson (2009) suggested the activities do in post-reading. They offer personal opinions about the text, complete the sentences, tell the story from another perspective, retell the story from another language, and choose characters from a set of visuals.

In summary, the teachers enable to develop materials by viewing movies in pre-reading activities to motivate and gain students' attention before they focused on the reading passage materials. After viewing movies, teachers could ask students to answer relevant multiple-choice vocabulary and content comprehension questions (Sabouri, Zohrabi, and Osbouei, 2015). They enable creating various activities and exercises of reading based on the movies to stimulate students' background knowledge. Next, teachers developed the reading passages based on the movies. They could adjust the text genre and the length of reading content, followed by creating various activities and exercises that focused on the texts. Finally, in the last stage, teachers enable to advance students' critical thinking through activities that facilitate students in giving opinions. They could use summarization, paraphrasing, and class discussions activities to help students in enhancing their deep understanding of information within text passages or movies.

2.2.3. Teaching Reading Strategies

Carrell (1998) explained that reading strategies traditionally recognized reading behaviors as skimming, scanning, making contextual guesses, skipping unknown words, tolerating ambiguity, making predictions, confirming or disconfirming inferences, identifying the main idea of a text, rereading, and using cognates to understand a text. Duke and Pearson (2002) mentioned six reading strategies: making a prediction, using think-aloud strategies, using text strategies, using visual models, summarising, and questioning while reading. Coe (2009) explained some effective strategies in teaching reading comprehension. They are clarified as follows: 1) Activating prior knowledge. 2) Cooperative learning. 3) Using group organizers. 4) Visualizing. 5) Asking and generating questions. 6) Recognizing text structure. 7) Summarizing. 8) Monitoring comprehension.

2.2.4. Materials Development

Materials development is both a field of study and a practical undertaking. As a field, it studies the principles and procedures of the design, implementation and evaluation of language teaching materials' (Tomlinson 2001 : 66). While Graves (2000:149) noted that materials development is a teacher planning process to make unit and lessons to achieve the goals and objectives of the course. Maroko (2013) noted that materials development describes how materials are produced or used in language learning, including materials evaluation, adaptation, design, exploitation, and research.

Patel and Jain (2008: 66-67) mentioned the characters of instructional materials that used in the classroom: 1) supplement oral teaching; 2) use audio visual aids as motivator; 3) prevent indiscipline and monotony; 4) make learning permanent; 5) save time

and energy; 6) provide direct experience. Parisi and Andon (2016) listed some general principles for successful instructed learning using film. They mentioned that instruction should: 1) provide a rich repertoire of formulaic expressions; 2) focus on meaning; 3) provide extensive L2 input; 4) provide opportunities for output; 5) provide opportunities for interaction; 6) take into account individual differences.

2.2.5. The Use of Movies in Language Learning
Yalcin (2013) proposed that movie films are windows into the culture. Movies could be a source of knowledge about the diversity of culture and they could be a tool that emphasizes aspects of life culture in a society. Like Chaple and Curtis (2000), films provide various cross-cultural values, extend critical thinking skills, offer rich content for language learners, and provide linguistic diversities. In relation to language learning, movies provide chances for students to improve their understanding of different cultural aspects and their cultural awareness of society. He added that in teaching and learning a foreign or second language, movie films aimed students to recognize various cultural aspects, including patterns of human behaviors, thoughts, beliefs, values, customs, courtesies, rituals, manners of interacting and communicating.

The teacher can use films to motivate students in language learning. Chan and Herrero (2010: 11) that the use of film in the classroom or as an outside school activity can uphold the learners' motivation because of its playful component. They added that using films through specific task activities provides an ideal vehicle for active learning and encourages interaction and participation. Therefore, teachers can use films to motivate students with their content. Besides, they can provide active learning by doing an interesting, specific activity to help students learn the language.

2.2.6. Advantages of Using Movies in Language Teaching
Chan and Herrero (2010: 11) mentioned some advantages of using films in language learning. They are: a. improves comprehension activities that are perceived as 'real'; b. creates a curiosity gap that facilitates the exchange of opinions and ideas about the film; c. advances to explore non-verbal elements; d. develops oral and aural skills ; e. provides meaningful contexts and vocabulary, exposing viewers to natural expressions and natural flow of speech. Liaghat and Afghary (2015) mentioned three advantages of using films in teaching English strategies. Firstly, films provide real models to increase students' knowledge about foreign culture. Secondly, films could encourage and stimulate students to learn the language. Thirdly, films improve students' cultural awareness knowledge through authentic and real communication.

3. Methodology
This research used Research and Development method.

3.1. Qualitative Analysis
The qualitative data in this research were the result of observation and interview. The data gathered from the observation were in the form of field notes and the data from the interview were in the form of transcripts. The data were analyzed based on qualitative analysis using the theory of Miles and Huberman (1994: 10).

The first stage is data reduction. In this stage, the researcher gathered, selected, categorized, and converted the transcripts of the interview and field notes. The researcher gathered the transcript of interviews. They were teachers and students' interviews. Besides, the researcher converted the transcript of field note during the process of observation in the classroom. The second stage is the data display. In this stage, the researcher clarified the data clearly by narrated the data. The researcher narrated the data displayed based on graphics, matrixes, and charts. The third stage is the conclusion or drawing verification. In this stage, the researcher drew a conclusion based on the information presented in the data display.

3.2. Quantitative Analysis
In this research, the quantitative data were obtained from the questionnaire. The researcher applied a Likert scale to collect the data. A Likert scale (a summated rating scale) assesses attitudes toward a topic by presenting a set of statements about the topic and asking respondents to indicate whether they strongly agree, agree, undecided, disagree, or strongly disagree. The various agree – disagree responses are assigned a numeric value, and the total scale score is found by summing the numeric responses given to each item. This total score assesses the individual's attitude toward the topic (Ary, Jacobs, Sorensen, 2006: 209). It was analyzed using descriptive statistics as follow:

$$P = \frac{x}{x_1} \times 100\%$$

Note:

P = Percentage

x = Score

x_1 = Maximum Score

100% = Constanta

In classifying the category of the mean for the result of expert judgment and tryout questionnaire, the researcher used the theory of Suharto (2006: 52).

$$Mn = \frac{\Sigma fx}{N}$$

Where:

Mn = mean

Σfx = total score

N = total number of data

$$R = \frac{Xh - Xi}{4}$$

R = range

Xh = highest score

Xi = lowest score

4 = likert scale (the amount)

The data conversion range is gained from data research. The highest score is 4 and the lowest is 1. Thus, the calculation is as follow:

$$R = \frac{Xh - Xi}{4}$$
$$R = \frac{4 - 1}{4} = 0.75$$

Based on the calculation, the class interval can be concluded in the table below:

Table 1. Quantitative data conversion

Scale	Categories	Equivalent	Interval of the mean values
1	Bad	Strongly Disagree	1.00 – 1.75
2	Fair	Disagree	1.76 – 2.51
3	Good	Agree	2.52 – 3.27
4	Very good	Strongly Agree	≥ 3.28

3.3. Participant

In this research, the participants were ninety-six SMP Ali Maksum and SMPN 4 Depok Yogyakarta students. They were selected based on the representation of Islamic and public schools. The characteristic of participants was the eighth-grade students in the 2016/2017 academic year. Try out was used to gain data about the implementation of the product. Besides, the researcher gained the data of students' and teachers' responses about the product. This product was a textbook that was implemented as reading materials for eighth grade.

4. Results and Discussion
4.1. Result of Students' Questionnaire

Table 2. Materials

No	Statement	Score	Categories
1	The learning objectives of materials can help me to know what to expect at the end of the lesson	3.25	Very Good
2	The topics of materials related to my daily life	2.75	Good
3	As a student, I love learning reading with this book	3.50	Very Good
4	The material presented in pre-reading helped me in connecting the previous knowledge with the material to be learned	3.50	Very Good
5	The material presented in while-reading helped me to improve my comprehension skill	3.50	Very Good
6	The material presented in post-reading helps me to think more creatively	3.25	Very Good
7	The materials use various texts	3.50	Very Good
8	The materials presented in accordance with the needs and interests of me	3.50	Very Good
9	The materials use instructional media that meets my needs and interests	3.75	Very Good
Total mean score		3.38	Very Good

Based on the calculation of the table above, it can be clarified that the total mean scores of materials aspects were 3.38. According to the conversion data, it can be categorized as "very good". Therefore, it can be concluded the materials were good according to the students. They generally agreed with the statements of materials aspects.

Table 3. Activities

No	Statement	Score	Categories
1	The instruction in each activity are clear and understandable	3.25	Very Good
2	The students' activities are various	3.25	Very Good
3	Each activity can lead me to think creatively	3.50	Very Good
4	Each activity can lead me to think critically	3.50	Very Good
5	Each activity can improve my comprehension skill	3.75	Very Good
Total mean score		3.45	Very Good

Based on the calculation of the table above, it can be clarified that the total mean scores of activities aspects were 3.45. According to the conversion data, it can be categorized as "very good". Therefore, it can be concluded the activities were acceptable according to the students. In general, the students agreed with the statements of activities aspects.

Table 4. Language

No	Statement	Score	Categories
1	The materials use language in accordance with my competence	3.50	Very Good
2	The materials use the terms correctly	3.00	Good
3	The materials are clear and understandable	3.00	Good
4	The materials use grammar correctly	3.25	Very Good
5	The sentences in the developed book are clear and understandable for me	3.75	Very Good
Total mean score		3.30	Very Good

Based on the calculation of the table above, it can be clarified that the total mean scores of language aspects were 3.30. According to the conversion data, it can be categorized as "very good". Therefore, it can be concluded the language was acceptable according to the students. The students generally agreed with statements of language aspects.

4.2. Result of Students' Interview
They claimed that the materials helped them learn the structure of descriptive and recount text. They argued that the materials were interested and enjoyable by watching short movies. The story of the short movies motivated them to learn and gave them moral values. They said they found some new vocabularies in learning reading using the developed book.

5. Conclusion

Learning reading materials could be offered by using posters, images, videos, films, and other media that support learning. This digital era required English teachers to make the process of learning more innovative and interactive. They should shift conventional learning to modern learning using digital media to update students' knowledge. As English teachers, they should maximize their students' comprehension of reading through visualization.

In learning reading activities, English teachers could develop some exercises to sharpen students understanding of the text. For instance, in pre-reading activities, teachers used movies to establish students' background knowledge and schemata. Movies can be an initializing to learn reading through viewing activities. In a while reading activities, teachers make many choices to maximize students' understanding a text through questioning, answering multiple-choice or true/false questions. In post-reading activities, teachers can ask students to make a class discussion, summarize the text, and paraphrase the text to improve students' deep understanding of a text.

Films or movies should be recommended since their usage provided many advantages for English teaching and learning the language. Their advantages as English learning materials and learning media are promoting motivation, providing new experiences, providing educational contents, giving cultural diversity knowledge, enhancing comprehension skill, and serving the authenticity of materials. Besides, film or movies can be audiovisual tools for improving students' reading skills through the subtitle and can be a teaching resource for innovative and attractive learning.

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