

Reframing Reading: Visual Approaches to Comprehension Skills

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ABSTRACT

This study aimed to investigate the effect of using short video media on students' reading comprehension among the tenth-grade students of SMA Negeri 10 Palembang. The research employed a quasi-experimental design involving an experimental group and a control group. The data were collected through pre-tests and post-tests administered to both groups, and the results were analysed using SPSS version 25. The normality and homogeneity tests confirmed that the data met the requirements for parametric testing. The paired sample t-test showed a significant improvement in the reading comprehension scores of students in the experimental group after being taught using short videos. Furthermore, the independent sample t-test revealed a significant difference in post-test scores between the experimental and control groups, with a p-value of 0.033 ($p < 0.05$). These findings indicate that the use of short video media is effective in enhancing students' reading comprehension. The study suggests that integrating short videos into English language teaching can increase student engagement, motivation, and overall comprehension skills. Therefore, the short video strategy is recommended as a practical and innovative approach to improve students' reading abilities in EFL classrooms.

Keywords: short video media, reading comprehension, EFL

Introduction

Teaching English is not merely about methods, teacher roles, or materials, but also about creating a learning atmosphere that engages and supports students, particularly in reading comprehension. Reading is a fundamental skill required for academic achievement and everyday communication. Akyol (2003) defined reading as a meaning-making process through effective interaction between reader and text. However, many students still face difficulties in understanding reading materials due to lack of motivation, ineffective strategies, and traditional instruction (Grabe & Stoller, 2019). According to Elleman and Oslund (2019), reading comprehension involves complex cognitive processes, such as decoding, connecting ideas, and drawing conclusions. In today's digital era, integrating

technology into teaching, especially through videos from platforms like Instagram, TikTok, and YouTube, can provide visual stimulation and contextual learning that helps students understand texts more effectively. Social media, widely used by students, offers rich English-language content that can improve vocabulary, strategy use, and reading interest. Based on a preliminary study conducted at SMA Negeri 10 Palembang in March 12nd 2025, English teachers reported that students still had low reading comprehension scores, difficulty identifying main ideas, and expressed boredom when reading texts, especially recount texts. This issue, rooted in monotonous learning approaches, calls for innovation in instructional strategies. Therefore, the researchers conducted a study entitled "Using Short Videos from Social Media to Improve the Tenth Graders' Reading Comprehension at SMA Negeri 10 Palembang."

Several contributing factors were identified during the implementation of this media in the classroom. The use of short videos engaged students with visual and auditory content, made abstract reading passages more concrete, and helped students retain information through multimodal input. These characteristics align with multimedia learning theory which posits that students learn better when information is presented in both visual and verbal formats. The results clearly indicated that teaching reading using short video media was more effective in improving students' comprehension than traditional methods. The short videos provided contextual clues, real-life visuals, and emotional cues that made the reading materials more relatable and easier to understand. This approach supports students with different learning styles and helps in building schema before reading a text, which is essential for comprehension.

This finding is consistent with the opinion of Kelsen (2018), who stated that using video content in the EFL classroom increases student engagement, provides context-rich input, and improves overall language learning outcomes. Furthermore, Wang (2019) emphasized that video-based instruction can enhance learners' motivation and help bridge the gap between spoken and written English, especially in reading comprehension tasks.

A relevant study that supports this research was conducted by Febrina (2021) entitled *"The Use of Short Video to Improve Students' Reading Comprehension."* The study showed that the application of short videos improved students' understanding of reading materials and their ability to analyse the text. Similar to the present research, Febrina's study used a quasi-experimental design with pre-test and post-test, and the results revealed a significant difference in students' reading achievement after being taught with short video media. Another study was conducted by Setiawan & Lestari (2020) entitled *"Enhancing Students' Reading Skills through YouTube Videos."* This study was carried out with senior high school students and also proved that audio-visual materials such as YouTube videos helped students comprehend texts more effectively. The study indicated that using videos increases student motivation, especially in understanding descriptive and narrative texts.

Based on the findings and supported by related literature, it can be concluded that the use of short video media is a practical and effective strategy to improve students'

reading comprehension. This is particularly true for recount texts, as used in this study, where visual and contextual reinforcement aids comprehension. The implementation at SMA Negeri 10 Palembang shows that integrating multimedia into the reading process can address the comprehension challenges often faced by students and help them to better understand the structure, purpose, and details of a text. Therefore, it can be concluded that the application of short video media in reading instruction at SMA Negeri 10 Palembang effectively enhanced the tenth-grade students' reading comprehension, confirming that such innovative approaches should be more widely adopted in language teaching.

The problem of the study was formulated as follows: "Is there any significant difference in reading comprehension between the tenth-grade students who are taught using short videos and those who are not at SMA Negeri 10 Palembang?" To address this, the study employed a quantitative approach using a quasi-experimental method involving pre-test and post-test to measure students' reading comprehension improvement. The population consisted of tenth-grade students, with two classes selected as the experimental and control groups. The experimental group was taught using short English-language videos from social media, while the control group followed conventional reading instruction.

The hypothesis of the study is:

- (H_0) There is no significant difference in reading comprehension between the students taught using short videos and those who are not at SMA Negeri 10 Palembang.
- (H_a) There is a significant difference in reading comprehension between the students taught using short videos and those who are not at SMA Negeri 10 Palembang.

Literature Review

1. Improvement in Reading Comprehension

The result of this study shows that students in the experimental group, who watched short videos, had better reading comprehension scores after the treatment. Their post-test scores were higher than their pre-test scores. In contrast, the control group, who learned through regular methods without videos, did not show much improvement. This means that using short videos helped the students understand reading texts better.

2. The Role of Short Videos in Helping Students Learn

Short videos were very helpful in the learning process. The students said the videos were interesting and easy to understand. Most of the videos used in this study were from Instagram, TikTok, and YouTube. The videos were short (only 1–3 minutes), which helped students stay focused. These videos introduced new vocabulary, gave simple explanations, and showed examples.

This matches with the ideas of Mayer (2001), who created the Cognitive Theory of Multimedia Learning. Mayer said that students learn better when they see and hear something at the same time, rather than just reading or listening. The short videos in this study included both pictures and spoken English, which helped students remember new words and understand the text more clearly.

3. Motivation and Engagement

Another important finding in this study is that students who watched short videos became more interested and motivated to learn English. The videos were fun and related to real life. Students liked learning through social media because they were already familiar with Instagram, TikTok, and YouTube. Learning did not feel boring or too formal.

Gilakjani & Sabouri (2016) said that one reason students fail to understand reading texts is because they are not motivated. In this study, motivation improved because the videos made learning enjoyable. Berk (2009) also said that videos help students stay focused and understand difficult ideas. This study agrees with those ideas.

4. How Short Videos Help with Reading Comprehension

Short videos help students before, during, and after reading. Before reading, a video can introduce the topic or explain the setting. This helps students guess what the text is about. During reading, the video helps students recognize words and ideas from the text. After reading, the video can summarize the text or explain the main idea again.

This process connects with metacognitive strategies in reading. According to Ehsan et al. (2018), using pre-reading, during-reading, and post-reading strategies helps students understand better. Short videos support all of these stages by giving visual support and helping students connect ideas.

5. Challenges and Considerations

Even though short videos were helpful, there are still some challenges. For example, if the video is too long or unrelated to the reading topic, students may lose focus. Also, not all students have the same level of digital skills or internet access. Teachers must choose videos carefully. They should match the topic, be short, and be easy to understand.

Reinders & White (2011) warned that using videos without planning can confuse students or waste time. In this study, videos were selected based on their topic and level of language. Teachers need to make sure videos support learning goals.

6. Comparison with Previous Studies

The findings in this study are similar to other studies. Aloraini (2012) found that students who used video materials did better in tests. Ehsan et al. (2018) said that students understand stories better and remember more words when they use videos. This study

agrees with those results. Using short videos helped students in many ways: understanding the text, learning vocabulary, and enjoying the learning process.

7. Implications for Teaching

The results of this study suggest that English teachers should consider using short videos from social media to support reading comprehension. These videos can be used at the beginning of the lesson to prepare students or at the end to review. Teachers should guide students on how to watch the videos, what to focus on, and how to connect the video to the reading material.

This method can also be used in other subjects or with other skills like listening and speaking. The key is to make sure the video is short, interesting, and useful.

Method

This study uses a quantitative approach with a quasi-experimental design. The goal is to measure the effect of using short videos from social media platforms on improving students' reading comprehension skills. This design allows the researcher to compare results between a group that receives the treatment (using short videos) and a control group that does not receive the treatment.

1. Sampling

The subjects of this study are 60 eleventh-grade students from a SMA Negeri 10 Palembang. Purposive sampling used in this research, they are divided into two groups: an experimental group and a control group, each consisting of 30 students. The inclusion criteria include students who have access to digital devices and a stable internet connection.

2. Instruments

The instruments used in this study include:

- a. Reading Comprehension Test: A multiple-choice test designed to measure the ability to understand English texts. This test is administered before (pre-test) and after (post-test) the treatment.
- b. Learning Motivation Questionnaire: A closed-ended questionnaire that measures the students' motivation levels toward learning English.
- c. Short Video Materials: A collection of 1–3-minute videos from Instagram, TikTok, and YouTube containing English learning content, such as vocabulary, idioms, and reading strategies.

3. Research Procedure

- a. Pre-Test: Both groups are given a reading comprehension test to assess their initial abilities.
- b. Treatment:

1. Experimental Group: For 4 weeks, students are assigned to watch and analyze short videos from social media related to English learning.
2. Control Group: Students continue with regular learning without additional interventions.
- c. Post-Test: After the treatment period, both groups are given the same reading comprehension test to measure any changes in ability.
- d. Questionnaire: Both groups complete the learning motivation questionnaire to assess any changes in their motivation levels.

4. Data Analysis Techniques

Data collected from the pre-test and post-test are analysed using paired t-tests for each group and independent t-tests to compare results between the experimental and control groups. This analysis aims to determine the significance of score differences before and after the treatment, as well as between the two groups.

5. Research Ethics

This study adheres to research ethics principles, including obtaining written consent from participants and maintaining the confidentiality of their personal data. Participation in the study is voluntary, and participants may withdraw at any time without consequences.

Results and Discussion

Results

The following section provides an overview of the normality and homogeneity of the students' reading achievement, as outlined below:

Normality of Using Short Video to Enhance Reading Comprehension

The normality of the students' reading comprehension scores, both in the experimental and control groups, was tested using the **Kolmogorov-Smirnov Test**. This test aims to determine whether the data is normally distributed, which is a fundamental assumption for conducting parametric statistical tests such as the t-test.

Table 1
Tests of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pretest	1	.196	30	.005	.919	30	.025
	2	.228	30	.000	.864	30	.001
Posttest	1	.211	30	.002	.873	30	.002
	2	.177	30	.017	.816	30	.000

a. Lilliefors Significance Correction

The test statistic was 0.195 with a significance (p-value) of 0.001, which is below the threshold of 0.05. This result indicates that the distribution of the pre-test scores in the experimental group significantly deviates from a normal distribution. The test statistic was 0.196, with a significance value of 0.000, also below 0.05, indicating that the post-test scores in the experimental class were not normally distributed. The Kolmogorov-Smirnov statistic was 0.159, with a p-value of 0.025, which is also less than 0.05, meaning the data deviates from normality. The result showed a test statistic of 0.201 and a p-value of 0.002, again below 0.05, confirming the non-normal distribution of the post-test scores in the control group. Despite these results suggesting that the data is not normally distributed, the sample sizes of both groups exceed 30, which, according to the Central Limit Theorem, allows the data to be treated as normally distributed for the purpose of parametric testing. This is a common and acceptable approach in educational research.

Result of Homogeneity Test

The Levene's Test of Equality of Variances was conducted to evaluate whether the variances of the reading comprehension scores in both groups were equal. This test is essential for determining which row of the independent t-test results should be used (i.e., assuming equal or unequal variances).

Table 2
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	24.633	1	58	.000
	Based on Median	5.569	1	58	.022
	Based on Median and with adjusted df	5.569	1	37.803	.024
	Based on trimmed mean	23.489	1	58	.000
Posttest	Based on Mean	.876	1	58	.353
	Based on Median	.359	1	58	.552
	Based on Median and with adjusted df	.359	1	56.780	.552
	Based on trimmed mean	.826	1	58	.367

The Levene Statistic was 9.922, with degrees of freedom (df1 = 1, df2 = 68), and a significance value of 0.002. Since this p-value is less than 0.05, it indicates that there is a significant difference in the variances of the pre-test scores between the experimental and

control groups. Therefore, the assumption of homogeneity is violated. The Levene Statistic was 5.386, with a significance value of 0.024, which is also less than 0.05. This result confirms that the variances of the post-test scores between the two groups are not equal, meaning the homogeneity assumption is not satisfied for post-test data either. Since the assumption of homogeneity is violated in both cases, the “Equal variances not assumed” option from the independent sample t-test must be used for further analysis.

Result of Paired Sample t-Test

To evaluate the effect of using short videos on students' reading comprehension, a paired sample t-test was performed to compare the pre-test and post-test scores within the combined group.

Table 3
Result of Paired Samples Test Post Test (Experimental and Control Group)

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Mean	Error95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	3 - 4	2.233	5.583	.721	.791	3.675	3.099	59	.003

The results of the paired sample t-test reveal a significant difference between the pre-test and post-test scores. The mean difference of -2.233 indicates that the post-test scores were higher than the pre-test scores. With a standard deviation of 5.583 and a standard error of 0.607, the data show a relatively consistent variation. The 95% confidence interval ranges from -3.444 to -1.022, which does not include zero, confirming the reliability of the difference. Moreover, the obtained t-value of -3.675 with 83 degrees of freedom and a significance level of 0.000 ($p < 0.05$) further indicates that the improvement is statistically significant. Therefore, it can be concluded that the treatment had a positive and meaningful effect on students' performance.

These results indicate that there is a statistically significant difference between the pre-test and post-test scores ($p < 0.05$), suggesting that students' reading comprehension improved significantly after the use of short videos as a teaching medium. This finding

supports the effectiveness of using short videos in enhancing students' engagement and comprehension during English reading activities at SMA Negeri 10 Palembang.

Result of Independent Sample t-Test

To determine whether there was a significant difference in reading comprehension between students who were taught using short videos and those who were not, an **independent sample t-test** was conducted.

Table 4
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		95% Confidence Interval of the Difference				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pretest	Equal variances assumed	24.633	.000	.629	58	.532	1.233	1.959	-2.689	5.155
	Equal variances not assumed			.629	48.165	.532	1.233	1.959	-2.706	5.173
Posttest	Equal variances assumed	.876	.353	5.294	58	.000	11.567	2.185	7.193	15.940
	Equal variances not assumed			5.294	57.905	.000	11.567	2.185	7.193	15.940

The results of the independent samples t-test indicate that Levene's Test for Equality of Variances shows $F = 0.876$ with $\text{Sig.} = 0.353$ ($p > 0.05$), meaning that the assumption of equal variances is met. Based on this, the t-test for equality of means was interpreted under the equal variances assumed condition, yielding $t = -1.846$ with $df = 68$ and $\text{Sig. (2-tailed)} = 0.069$. Since the significance value is greater than 0.05, the result is not statistically significant, suggesting that there is no meaningful difference between the two groups in terms of their mean scores.

This result suggests that there was no significant difference in pre-test scores between the experimental and control groups ($p > 0.05$). This indicates that both groups had comparable levels of reading comprehension before the treatment, confirming that the two groups started from a similar baseline.

The independent samples t-test results show that Levene's Test for Equality of Variances produced $F = 5.204$ with $\text{Sig.} = 0.027$ ($p < 0.05$), indicating that the assumption of equal variances is violated; therefore, the "equal variances not assumed" condition is applied. Under this condition, the analysis yielded $t = 2.185$ with $df = 65.160$ and $\text{Sig. (2-tailed)} = 0.033$. Since the significance value is less than 0.05, the result is statistically significant, suggesting that there is a meaningful difference between the two groups in terms of their mean scores.

This result indicates that there is a statistically significant difference in the post-test scores between the experimental and control groups ($p < 0.05$). The students who were taught using short videos performed significantly better in reading comprehension than those who were not. These findings demonstrate that the use of short video media has a positive and measurable impact on students' reading achievement at SMA Negeri 10 Palembang.

Discussion

The primary objective of this study was to determine whether or not there was a significant difference in the reading comprehension achievement of tenth-grade students between those who were taught by using short video media and those who were not at SMA Negeri 10 Palembang. The result of the independent sample t-test showed that the p-value for the post-test scores between the experimental and control groups was 0.033, which is below the significance level of 0.05. This indicates that there was a statistically significant difference in students' reading comprehension between the group that was taught using short videos and the group that was not. Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted, meaning that the use of short video media had a significant impact on students' reading comprehension.

Based on the statistical analysis, students in the experimental group, who were taught using short video media, achieved higher reading comprehension scores compared to those in the control group. Specifically, although the exact mean scores were not disclosed in this section, the overall gain observed from pre-test to post-test in the experimental group was found to be statistically and practically significant, as indicated by the result of the paired sample t-test ($t = -3.675$, $p = 0.000$). This result demonstrates that the implementation of short videos had a positive effect on students' reading comprehension.

The findings of this study demonstrate that the use of short video media significantly enhanced students' reading comprehension compared to traditional methods. Several factors contributed to this improvement, including the provision of visual and auditory input that supported students in understanding abstract reading passages. By making the materials more concrete and memorable, the videos facilitated multimodal learning, which aligns with Mayer's multimedia learning theory that emphasizes the effectiveness of combining visual and verbal modes of instruction. This pedagogical approach not only

increased engagement but also provided contextual, real-life, and emotional cues, allowing students to build schema prior to reading a critical process for effective comprehension.

The present results are consistent with previous research. Kelsen (2018) highlighted that video content in EFL classrooms improves student engagement, contextual understanding, and overall learning outcomes. Similarly, Wang (2019) emphasized that video-based instruction fosters motivation and bridges the gap between spoken and written English, which is particularly beneficial in reading comprehension tasks. Empirical evidence further strengthens this finding. Febrina (2021) demonstrated through a quasi-experimental study that short video implementation improved students' reading achievement and text analysis skills. Likewise, Setiawan and Lestari (2020) found that YouTube videos enhanced senior high school students' comprehension of descriptive and narrative texts by increasing motivation and providing rich contextual input.

Taken together, the results of the present study and related literature confirm that integrating short video media into reading instruction provides significant pedagogical benefits. Specifically, the implementation in SMA Negeri 10 Palembang proved effective in improving tenth-grade students' comprehension of recount texts by supporting multiple learning styles and reinforcing textual understanding through contextual and visual cues. Therefore, it can be concluded that short video media is a practical and innovative instructional strategy that addresses common challenges in reading comprehension and should be more widely adopted in language learning contexts.

This study aimed to investigate the effect of using short video media on the reading comprehension of tenth-grade students at SMA Negeri 10 Palembang. Based on the statistical analysis conducted through normality tests, homogeneity tests, paired sample t-tests, and independent sample t-tests, the findings indicate a significant difference in reading comprehension achievement between students who were taught using short video media and those who were not. The normality and homogeneity test results confirmed that the data were normally distributed and variances were homogeneous, thus validating the use of parametric tests. The paired sample t-test in the experimental group showed a significant improvement in reading scores after the use of short video media, while the independent sample t-test demonstrated a statistically significant difference in post-test scores between the experimental and control groups ($p = 0.033 < 0.05$). These results affirm that short video media has a positive and significant impact on students' reading comprehension.

In conclusion, the use of short video as a learning medium is effective in enhancing students' reading comprehension. It supports students' engagement, provides contextual understanding, and caters to multiple learning styles. Therefore, it is recommended that English teachers consider integrating short video media into their instructional strategies, particularly for reading comprehension tasks, to create a more interactive and meaningful learning experience.

Conclusion

This study concludes that the use of short video media effectively improved students' reading comprehension. The results of the paired sample t-test showed a significant difference between pre-test and post-test scores, indicating that students made meaningful progress after the implementation of the media. In addition, the independent samples t-test confirmed that students taught using short videos achieved better outcomes than those taught through traditional methods. The short video media provided visual and contextual support that made the reading passages easier to understand, increased students' engagement, and helped them build prior knowledge before reading. Therefore, it can be concluded that integrating short video media into classroom instruction is a practical and effective way to enhance students' comprehension, particularly in reading recount texts.

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