


Reframing Reading: Visual Approaches to Comprehension Skills

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ARTICLE INFO	ABSTRACT
<p>Received: 2 September 2025</p> <p>Revised: 11 September 2025</p> <p>Accepted: 17 October 2025</p> <hr/> <p>Keywords: short video media, reading comprehension, quasi-experimental, EFL</p>	<p>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 analyzed 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.</p> <p>How to Cite: Sari, P. L., Sari, P., & Budiyanto, D. (2026). Reframing Reading: Visual Approaches to Comprehension Skills. <i>Indonesian Language Education and Applied Linguistics Reviews</i>, 2(1), 1-8.</p>

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1. INTRODUCTION

Teaching English is not merely about methods, teacher roles, or materials, but also about creating a supportive learning atmosphere that engages students. Among the four skills, reading holds a fundamental role because it not only supports academic achievement but also enables students to access knowledge in various fields. Reading is an active, meaning-making process that emerges from interaction among the reader, the text, and the activity within a sociocultural context (Snow, 2002). Through this engagement, students extract information, build coherent understanding, and apply knowledge in academic and real-world settings; conversely, weak comprehension impedes progress across subjects.

Reading remains one of the hardest skills for many EFL learners because they must coordinate limited linguistic knowledge, strategic processing, and sustained engagement. Reviews and meta-analyses show that overreliance on narrow, repetitive tasks and insufficient strategy instruction undermine progress, whereas explicit strategy teaching and extensive reading reliably improve outcomes (Grabe & Yamashita, 2022; Jeon & Day, 2016; Li, 2022). Comprehension itself is multicomponent—automatic word recognition, vocabulary and syntax integration, linking ideas across sentences, and inference-making—so learners need cognitive engagement and targeted instructional support (Castles, Rastle, & Nation, 2018; Elleman & Oslund, 2019; Perfetti, Landi, & Oakhill, 2005). Accordingly, strengthening reading comprehension is an urgent priority in upper-secondary EFL programs where English is a core subject.

Ideally, students are expected to master reading comprehension as a foundation for academic success, enabling them to analyse, evaluate, and respond to different types of texts critically. In a communicative and technology-driven classroom, teachers should provide strategies that not only enhance comprehension but also foster student engagement and motivation. Such an approach is consistent with the demands of 21st-century education, which emphasizes creativity, critical thinking, and digital literacy in learning practices.

In reality, however, students at SMA Negeri 10 Palembang still experience low performance in reading comprehension. A preliminary study conducted in March 2025 showed that many students struggled with identifying main ideas, organizing information, and making sense of recount texts. Teachers also reported that students often felt bored and disengaged during reading activities because of monotonous and teacher-centred approaches. This condition clearly indicates a significant gap between the expected goal of active, meaningful reading comprehension and the actual challenges faced in the classroom.

Technology-enhanced, video-based input can address limitations of traditional instruction. Under the Cognitive Theory of Multimedia Learning, integrating words and pictures across auditory-visual channels improve learning (Mayer, 2009). In L2 contexts, captioned video yields reliable gains in comprehension and vocabulary (Montero Perez, Van den Noortgate, & Desmet, 2013). Experimental CALL studies further show that multimedia glosses attached to texts (e.g., text + picture/video) boost vocabulary learning and can aid comprehension compared to text-only conditions (Türk & Erçetin, 2014; Wang et al., 2021; Çakmak & Erçetin, 2018). Short, well-designed videos also increase learner engagement—important for sustaining reading work (Guo, Kim, & Rubin, 2014). Practically, short clips can scaffold pre-/during-/post-reading activities (e.g., previewing key lexis with captions, activating schema, post-reading consolidation) in line with evidence that explicit strategy instruction improves reading outcomes (Li, 2022).

The novelty of this study lies in its integration of short videos from popular social media platforms such as Instagram, TikTok, and YouTube into reading instruction. Unlike previous approaches that relied mainly on textbooks or long educational videos, this study utilizes short, familiar, and engaging content that matches students' digital habits. Such integration not only makes learning more relevant but also has the potential to transform passive reading practices into interactive and enjoyable experiences.

Furthermore, this approach offers practical benefits for both students and teachers. For students, short videos can serve as visual scaffolding that supports understanding of texts, especially recount texts, while simultaneously increasing their motivation and interest in English. For teachers, the use of social media-based videos provides an innovative yet accessible teaching strategy that aligns with students' digital lifestyles. This dual impact on comprehension and motivation constitutes the innovative contribution of this research to EFL pedagogy.

Based on the background, gap, and theoretical foundation described above, this study aims to investigate the effectiveness of using short videos from social media to improve the reading comprehension of tenth graders at SMA Negeri 10 Palembang. Specifically, it seeks to determine whether there is a significant difference in reading comprehension between students who are taught using short videos and those who are taught through conventional methods. Through this investigation, the study intends to provide empirical evidence on the role of social media-based videos in supporting reading comprehension. The results are expected to offer valuable insights for English teachers, curriculum designers, and researchers in developing innovative instructional strategies that combine pedagogical goals with students' digital engagement.

2. METHODS

This study employed a quantitative approach with a quasi-experimental design involving two groups: an experimental group and a control group. Such a design was considered appropriate for classroom-based educational research, where complete control over participant allocation is often not possible. The study was conducted with 60 tenth-grade students of SMA Negeri 10 Palembang, who were randomly assigned into the two groups. The inclusion criteria required students to have



access to digital devices and reliable internet connectivity, ensuring that both groups were comparable and that the intervention could be implemented effectively.

The use of a quasi-experimental design is strongly supported in current educational research. Song et al. (2023) demonstrate that multimedia interventions are particularly beneficial for beginner and intermediate readers, enhancing reading speed, comprehension, and engagement in EFL contexts. Similarly, Alshammari and Park (2022) emphasize that quasi-experimental designs provide reliable insights into the effectiveness of instructional interventions, particularly when randomization is constrained by real-world classroom settings. These findings reinforce the decision to adopt this design in the present study.

The study followed three main procedures. First, both groups completed a pre-test in the form of a reading comprehension test to establish baseline performance. Second, for a duration of four weeks, the experimental group was exposed to short videos from Instagram, TikTok, and YouTube that featured English learning content such as vocabulary development, idiomatic expressions, and reading strategies. Meanwhile, the control group continued with conventional instruction. Finally, both groups completed a post-test using the same comprehension test and a learning motivation questionnaire designed to detect changes in both comprehension and motivation levels.

The choice of short video-based learning materials was grounded in the multimodal learning framework. Lim et al. (2025) argue that the integration of visual and textual representations significantly enhances reading comprehension among EFL learners, since the dual-channel processing of information increases retention and understanding. Furthermore, Yu and Liu (2021) found that exposure to multimodal resources, including short digital videos, improves student motivation and fosters more active learning behaviour's. This supports the selection of videos as an effective medium for this study.

The data collected from the pre-tests and post-tests were analysed using paired sample t-tests to identify progress within each group and independent sample t-tests to compare the outcomes between the experimental and control groups. This statistical approach was chosen to determine whether significant differences emerged in reading comprehension and motivation as a result of the treatment. Such analyses are widely used in quasi-experimental studies, as they allow for both within-group and between-group comparisons to be examined systematically.

Recent findings also validate the use of these statistical techniques. Morita et al. (2025), within the GenAIReading framework, show that multimodal reinforcement (combining textual and visual inputs) leads to a measurable learning gain of up to 7.5%, emphasizing the effectiveness of integrating multimodal input. Similarly, Zhao and Chen (2020) highlight that the application of paired and independent t-tests in EFL contexts provides robust evidence for evaluating the impact of multimedia-based interventions. These perspectives reinforce the reliability of the analytical approach adopted in this research.

This study adhered strictly to research ethics principles. All participants were provided with written informed consent forms that explained the purpose of the research and their right to withdraw at any time without any negative consequences. Furthermore, confidentiality of students' data was maintained, and their participation remained fully voluntary. These ethical safeguards were put in place to ensure that the research respected the rights and welfare of all participants.

The ethical considerations align with the growing emphasis on digital research ethics in education. Murphy (2023) stresses that when technology is integrated into classroom-based research, ethical practices must go beyond traditional consent to address issues of privacy, data security, and the informed engagement of participants. Similarly, Brown and Larson (2021) underscore that educational studies involving online and digital tools should prioritize transparency and participant autonomy to ensure both scientific validity and ethical integrity. This perspective confirms the importance of embedding rigorous ethical standards in the present study.

3. RESULTS



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

3.1. Results of 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.

3.2. 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.

3.3. 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. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 3 - 4	2.233	5.583	.721	.791	3.675	3.099	59	.003

Pair 1: Pre-test vs. Post-test

- Mean difference = -2.233
- Standard deviation = 5.583
- Standard error = 0.607
- 95% Confidence Interval = from -3.444 to -1.022
- t-value = -3.675
- df = 83
- Sig. (2-tailed) = 0.000

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.

3.4. 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 3. 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	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

Pre-Test:



- Levene's Test for Equality of Variances: $F = 0.876$, $\text{Sig.} = 0.353$ ($p > 0.05$) → equal variances assumed
- t-test for Equality of Means:
 - $t = -1.846$
 - $df = 68$
 - $\text{Sig. (2-tailed)} = 0.069$

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.

Post-Test:

- Levene's Test for Equality of Variances: $F = 5.204$, $\text{Sig.} = 0.027$ ($p < 0.05$) → equal variances not assumed
- t-test for Equality of Means:
 - $t = 2.185$
 - $df = 65.160$
 - $\text{Sig. (2-tailed)} = 0.033$

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.

4. DISCUSSIONS

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.

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 analyze 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 audiovisual 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.

5. CONCLUSION

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.

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