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The Effect of Using the Movie "Up" As A Learning Medium on Students' Reading Comprehension and Writing Skills

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Abstract

Reading comprehension and writing skills are essential components of English language learning; however, many junior high school students continue to experience difficulties in developing these skills. Therefore, appropriate instructional media are needed to enhance students' engagement and learning outcomes. This study aimed to investigate the effect of using the movie Up as a learning medium on the reading comprehension and writing skills of eighth-grade students at SMPN 34 Pekanbaru. This research employed a quasi-experimental design involving 74 students divided into an experimental group and a control group. Data were collected through reading comprehension and writing tests administered as pre-tests and post-tests. The data were analyzed using descriptive statistics, the Kolmogorov–Smirnov normality test, Levene's Test of Homogeneity, and the Independent Samples t-test. The findings revealed that students in the experimental group achieved significantly higher post-test scores than those in the control group. The Independent Samples t-test indicated a significant effect of using the movie Up on students' reading comprehension and writing skills ($p < .05$). These findings suggest that the movie Up is an effective learning medium for improving students' reading comprehension and writing skills. Therefore, English teachers are encouraged to integrate English movies into classroom instruction to create a more engaging and meaningful learning environment.

Keywords: English Movie, Learning Media, Quasi-Experimental Study, Reading Comprehension, Writing Skills

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INTRODUCTION

English is taught as a foreign language in Indonesia from elementary school through university. Khan (2015, p. 46). Speaking, listening, reading, and writing are all covered in English. The four fundamental abilities learned through vocabulary are supplemental elements of communication, including the expression of thoughts, feelings, ideas, and opinions. The message is comprehensible and appropriate in the given situation when the right language is used. However, a lack of reading comprehension and writing skills limits the students' ability to comprehend the messages or the information.

Reading is considered an important component in second and foreign language learning because it helps the development of vocabulary, grammar and overall language proficiency (Grabe & Stoller 2019). For junior high school students, reading skills play a crucial role in understanding the various types of texts studied in class, such as descriptive, narrative, and recount texts. Through reading, students not only acquire new vocabulary and language structures, but also comprehend information and connect the content of the reading to their existing knowledge. Therefore, reading skills are a fundamental skill necessary to support student success in learning English.

Harmer (2004) states that writing has always been part of the English language teaching syllabus. It can be used for a variety of purposes, from simply supporting grammar teaching to becoming a central part of the syllabus in its own right, where the mastery of writing effectively is seen as a primary goal for learners. Writing is a collection of words, sentences, and paragraphs used to convey information or thoughts. Richard (2002) states that writing is the most difficult skill for students to master. The difficulty lies not only in generating and organizing ideas, but also in translating them into readable text. In English learning at the junior high school level, writing skills are crucial for students to master. However, many students still struggle to develop ideas, use appropriate vocabulary, and construct correct sentences. Therefore, a learning process that can help students understand language usage is necessary so that their writing skills can develop optimally.

Learning media has many benefits, including increasing students' motivation and interest in learning and improving their understanding of the material. Furthermore, engaging learning media also helps students understand the material (Mubasyaroh, 2017; Zannah, 2024). Media in the teaching and learning process is crucial for helping teachers deliver lessons in a more engaging way, ensuring students enjoy the experience and remain focused on their tasks (Lee

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2020). Watching movies is a good, effective, and engaging learning tool. Unlike reading media, movies can provide exposure to authentic language use. Movies have many unique features, such as: they can have a strong emotional impact; they can depict contrasting visuals directly; they can communicate with their audiences without boundaries; and they can motivate students to make positive changes (Javandalasta, 2011).

Based on the researcher's preliminary observation during the KPLP program at SMPN 34 Pekanbaru, it was found that many eighth-grade students experienced difficulties in reading comprehension and writing skills. During reading activities, many students had difficulty identifying the main idea, understanding the content of the text, and finding specific information. In writing activities, students often struggled to develop ideas, organize sentences, and use appropriate grammar and vocabulary.

Several previous studies have shown that the use of English-language films can have a positive influence on students' language learning. For example, Khairunnisa et al. (2021) used the movie "Up" to support students' writing skills through a sequence-of-events activity. Furthermore, Sánchez-Auñón et al. (2023) concluded that movies provide authentic language input and create meaningful learning experiences for EFL learners. However, research specifically investigating the effect of using the film "Up" on students' reading comprehension and writing skills simultaneously is still limited, especially at the junior high school level. Therefore, this study aims to investigate the effect of using the film "Up" as a learning medium on the reading comprehension and writing skills of eighth-grade students at SMPN 34 Pekanbaru.

LITERATURE REVIEW

The Nature of Reading

Everyone knows what reading is because it is a very common activity. However, until now, there has been no clear definition for the term "reading." Reading usually means dealing with linguistic messages in written or printed form; it involves processing linguistic messages, which is the result of language knowledge. Widdowson (1979) defines reading as "the process of acquiring linguistic information through print." By saying "acquiring information," Widdowson seems to imply that reading is a one-way process from the author or text to the reader. However, Widdowson does not want to appear to imply this because he has significantly supported the idea that readers interpret and contribute to the messages they receive.

Reading comprehension is one of the most important skills in language learning, according

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to Serda Güzel (2022), because it enables students to understand, interpret, and construct meaning from written texts. Therefore, the better students' reading comprehension skills, the easier it is for them to understand learning materials and develop other language skills, including writing skills.

The Nature of Writing

Writing is more than just writing on a page. It is a unique mode of consciousness in which the mind moves, reflects, reconfigures, and encounters itself. Writing occurs in a space of inward-directed intentionality, where memory, imagination, and reflection have the opportunity to articulate themselves freely. This differs from speech, which occurs in direct presence and is shaped by interaction (Matta, 2025).

Writing is a process that allows a person to develop concepts in greater depth, reevaluate their thoughts, and organize ideas systematically before presenting them to the reader. Therefore, writing serves not only as a means of communication but also as a cognitive process that helps us think creatively, critically, and reflectively. Therefore, writing skills are an important competency that must be developed in learning, especially in English. This is because these skills help students organize ideas, convey information effectively, and improve their ability to communicate in writing.

The Relationship Between Reading Comprehension and Writing Skills

Reading comprehension and writing are two interrelated and mutually supportive language skills. Through reading, students acquire a variety of information, new vocabulary, and examples of ideas that can be used as models for writing. This is supported by research by Chin and Kang (2022), which showed a significant relationship between reading comprehension and writing skills in English as a foreign language learner. This study also explains that writing skills contribute to reading skills, and the two skills reinforce each other in the language learning process. Therefore, reading comprehension skills are believed to have a positive impact on improving students' writing skills.

English Movie

A movie, according to Aziz and Fathiyyaturrizqi (2017), is a combination of sound and moving pictures that tell a story. As an audiovisual medium, movie has the ability to present

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information in a more engaging and contextual way because it combines visual elements, audio elements, and a mutually supportive storyline. This combination makes it easier for viewers to understand the story, increases their attention span, and results in a more meaningful learning experience. Therefore, movie can be used not only as a medium for entertainment but also as a learning tool, helping people learn language skills such as writing and reading.

According to Ismaili (2013), English movies as a form of audiovisual media, create a dynamic and realistic context for language acquisition, allowing students to see and hear the target language used naturally. This experience helps students understand the meaning of language based on its context, enriches their vocabulary, improves their comprehension of reading content, and provides examples of language use that can be applied in writing activities. They gain more contextual exposure to language through dialogue, expression, intonation, and real-life situations.

Up is an animated movie produced by Pixar Animation Studios, is one movie that can be used as a learning medium. It was chosen because the story is simple, engaging, and suits the characteristics of junior high school students. Isna (2018) stated that the movie Up has dialogue that is appropriate to English language learning material in junior high school and can be used as authentic material that supports EFL learning. The movie Up contains everyday vocabulary and communicative expressions, as well as values such as friendship, cooperation, courage, and caring, which can help students improve their reading comprehension and writing skills. With these characteristics, the movie Up can help students improve their reading and writing skills by providing activities that involve students understanding the story's content, finding important information, and discussing the story's content.

Relevant Previous Study

Several previous studies have been conducted to determine the effect of using English movies on students' reading comprehension and writing skills. Hanif & Wiedarti (2021) The Use of Movies as Reading Comprehension Materials for Eighth Grade. The findings indicated that movies effectively enhanced students' comprehension, critical thinking, and learning motivation. The researchers also concluded that reading subtitles while watching movies helped students better understand texts through visual support and contextualized language use.

Similarly, Adiningtyas and Santoso (2023) examined the implementation of animation films to improve students' writing skills. Their findings demonstrated that animation films

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positively influenced students' ability to write recount texts. The visual and contextual features presented in the films enabled students to generate ideas more easily, enrich their vocabulary, and compose more coherent written texts.

METHOD

This research used a quasi-experimental design. This design involved two groups, namely an experimental group and a control group. According to John W. Creswell and J. David Creswell (2023), a quasi-experimental design is an experimental design in which participants are assigned to groups without random assignment because the researcher cannot randomly allocate participants to experimental and control groups. Both groups were given a pre-test and a post-test to measure the students' reading comprehension and writing skills before and after the treatment. However, only the experimental group received treatment through the use of an English movie as the learning medium, while the control group was taught using conventional teaching methods.

Table 1. Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental	O1	X	O2
Control	O3	-	O4

Note: O1 = Pre-test (experimental group); O2 = Post-test (experimental group); O3 = Pre-test (control group); O4 = Post-test (control group); X = Treatment English Movie UP.

The population of this research consisted of the eighth-grade students of SMPN 34 Pekanbaru, totaling 295 students across eight classes. Using a cluster sampling technique, the researcher selected two classes: Class VIII.3, consisting of 37 students, as the experimental group and Class VIII.1, consisting of 37 students, as the control group.

Table 2. Population of the Research

No	Class	Students
1	8.1	37
2	8.2	37
3	8.3	37
4	8.4	37

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5	8.5	37
6	8.6	37
7	8.7	37
8	8.8	36
	Total	295

Table 3. Sample of the Research

Class	Group	Students
8.3	Experimental	37
8.1	Control	37

The instruments used in this research were a reading comprehension test and a writing test. The reading comprehension test consisted of 15 multiple-choice items designed to assess students' ability to identify the main idea, understand the text, and find specific information. The writing test consisted of one essay task that measured students' ability to develop ideas, organize their writing, and use appropriate grammar and vocabulary. Both tests were administered as the pre-test and post-test for the experimental and control groups. The experimental group received the treatment through the use of the English movie *Up* as a learning medium, while the control group received conventional teaching.

The data collection technique used in this research was a test, consisting of a pre-test and a post-test. The pre-test was administered to both the experimental and control groups before the treatment to measure the students' initial reading comprehension and writing skills. After the treatment was completed, the post-test was administered to both groups to measure the students' improvement in reading comprehension and writing skills. The scores obtained from the pre-test and post-test were collected and sanalyzed as the data of this research.

Statistical analysis was conducted using an independent samples t-test to compare the reading comprehension and writing scores between the experimental and control groups. Normality was tested using the Shapiro–Wilk test, and homogeneity was assessed using Levene's Test of Equality of Variances. The significance level was set at $p < 0.05$.

RESULT AND DISCUSSION

This section presents the findings of the study and discusses them in relation to the

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research objective. The data were obtained from the pre-test and post-test scores of the experimental and control groups. The analysis includes descriptive statistics, assumption tests consisting of normality and homogeneity tests, and hypothesis testing using the independent samples t-test. These analyses were conducted to determine whether the use of the movie *Up* as a learning medium had a significant effect on students' reading comprehension and writing skills.

Descriptive Statistics

Table 1. Descriptive Statistic for Reading Comprehension

Statistik	Pre-Test Control	Post-Test Control	Pre-Test Experiment	Post-Test Experiment
N (Valid)	37	37	37	37
N (Missing)	0	0	0	0
Mean	62,78	66,03	74,57	84,30
Median	64,00	65,00	75,00	85,00
Mode	67	63	76	85
Std. Deviation	5,945	5,193	3,731	3,726
Minimum	53	54	67	77
Maximum	72	75	80	91
Sum	2.323	2.443	2.759	3.119

Descriptive statistical analysis indicates an improvement in learning outcomes for both groups following the intervention. In the control group, the mean score rose from 62.78 at the pre-test to 66.03 at the post-test, with standard deviations of 5.945 and 5.193, respectively. Meanwhile, the experimental group showed a more significant increase in the mean score—rising from 74.57 at the pre-test to 84.30 at the post-test—with standard deviations of 3.731 and 3.726. The minimum and maximum scores in the experimental group also displayed a narrower range (67–80 at pre-test and 77–91 at post-test) compared to the control group (53–72 at pre-test and 54–75 at post-test), suggesting a more uniform distribution of scores within the experimental group. Based on these data, it can be concluded that the improvement in learning outcomes for the experimental group (a mean difference of 9.73 points) was substantially greater than that of the control group (a mean difference of 3.25 points), indicating that the intervention

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applied to the experimental group was more effective in enhancing student learning outcomes.

Table 2. Descriptive Statistic for Writing Skills

Statistik	Pre-Test Control	Post-Test Control	Pre-Test Experiment	Post-Test Experiment
N (Valid)	37	37	37	37
N (Missing)	0	0	0	0
Mean	62,11	69,65	72,78	84,32
Median	63,00	70,00	73,00	84,00
Mode	65	70	69	80
Std. Deviation	5,076	3,676	4,137	3,448
Minimum	53	64	66	69
Maximum	69	75	79	90
Sum	2.298	2.577	2.693	3.120

Descriptive statistical analysis results indicate that both groups experienced an improvement in learning outcomes following the intervention. In the control group, the mean score rose from 62.11 at the pre-test to 69.65 at the post-test, with standard deviations of 5.076 and 3.676, respectively. Meanwhile, in the experimental group, the mean score increased from 72.78 at the pre-test to 84.32 at the post-test, with standard deviations of 4.137 and 3.448. Based on these data, the improvement in learning outcomes for the experimental group (a mean difference of 11.54 points) was greater than that of the control group (a mean difference of 7.54 points), indicating that the intervention administered to the experimental group had a more effective impact on enhancing student learning outcomes.

Normality Test

Table 3. Normality Test for Reading Comprehension

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest Control	0,166	37	0,011	0,920	37	0,011
PostTest Control	0,129	37	0,123	0,955	37	0,138
PreTest Experiment	0,136	37	0,082	0,946	37	0,070

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	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PostTest Experiment	0,115	37	0,200	0,968	37	0,366

Normality test results using the Kolmogorov-Smirnov and Shapiro-Wilk tests indicate that the data for the Control Pre-test group are not normally distributed, showing a significance value of 0.011 in both tests ($p < 0.05$). Conversely, the data for the Control Post-test (Sig. KS = 0.123; SW = 0.138), Experimental Pre-test (Sig. KS = 0.082; SW = 0.070), and Experimental Post-test (Sig. KS = 0.200; SW = 0.366) groups show significance values above 0.05, indicating a normal distribution. If a t-test (parametric) is to be conducted, it is essential to ensure that the normality assumption for the data under analysis is met. When comparing post-test scores (Control Post-test and Experimental Post-test), the normality assumption is satisfied as both datasets are normally distributed. Therefore, the use of an Independent Samples t-test to compare the final learning outcomes of the two groups remains justifiable, provided the results of the homogeneity of variance test are also taken into account.

Table 4. Normality Test for Writing Skills

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest Control	0,148	37	0,040	0,914	37	0,007
PostTest Control	0,117	37	0,200	0,924	37	0,014
PreTest Experiment	0,171	37	0,008	0,915	37	0,008
PostTest Experiment	0,138	37	0,071	0,908	37	0,005

The normality test results using the Kolmogorov-Smirnov test show that the Control Group Pre-test data yielded a significance value of 0.040. Furthermore, the Control Group Post-test data yielded a significance value of 0.200. The Experimental Group Pre-test data yielded a

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significance value of 0.008, while the Experimental Group Post-test data yielded a significance value of 0.071. Based on the results of the Kolmogorov-Smirnov normality test, it can be concluded that the pretest data for both the control and experimental classes are not normally distributed, whereas the posttest data for both groups are normally distributed. Since the primary objective of the study is to compare the posttest results between the control and experimental classes, the normality assumption for the Independent Samples t-Test has been met. Therefore, the posttest data can proceed to the test for homogeneity of variance and hypothesis testing using the Independent Samples t-Test.

Homogeneity Test

Reading Comprehension

Based on Levene's Test, the significance value was 0.042, which was lower than 0.05, indicating that the variances between the experimental and control groups were not homogeneous. Therefore, the Equal variances not assumed row was used to interpret the Independent Samples t-test results. The test showed a significance value (Sig. 2-tailed) of 0.000, which was lower than 0.05. Therefore, there was a statistically significant difference between the posttest scores of the experimental and control groups. Thus, the use of the movie *Up* as a learning medium had a significant effect on students' reading comprehension.

Writing Skills

Based on Levene's Test, the significance value was 0.080, which was higher than the significance level of 0.05 (0.080 > 0.05). Therefore, it can be concluded that the variances of the experimental and control groups were homogeneous. Consequently, the Equal variances assumed row was used to interpret the Independent Samples t-test results.

Independent Sample t-Test

	Levene's Test for Equality of Variances	t-test for Equality of Means

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			Sig.	t	f	Sig. (2-tailed)	Mean Difference	td. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
NILAI	Equal variances assumed	4,269	0,042	-17.387	2	0,000	-18.270	1.051	-20.365	-16.176
	Equal variances not assumed			-17.387	5.296	0,000	-18.270	1.051	-20.369	-16.172

Table 5. Independent Sample t-Test Reading Comprehension

Based on the Independent Samples t-Test results, it can be concluded that there is a significant difference between the scores of the two groups. With a significance value of 0.000 (< 0.05), the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. The mean difference of 18.270 points indicates that the second group achieved significantly higher learning outcomes compared to the first group.

If the data represent a control class and an experimental class, it can be concluded that the treatment administered to the experimental class had a significant effect on improving student learning outcomes, as the mean score of the experimental class was higher than that of the control class.

DISCUSSION

This study aimed to investigate the effect of using the movie *Up* as a learning medium on the reading comprehension and writing skills of eighth-grade students at SMPN 34 Pekanbaru. The findings of this study revealed that the use of the movie *Up* as a learning medium had a significant positive effect on students' reading comprehension and writing skills. Based on the results of the Independent Samples t-test, the post-test scores of the experimental group were significantly higher than those of the control group in both language skills. These findings indicate that students who learned through the movie *Up* achieved better learning outcomes than those who received conventional instruction. Therefore, the results suggest that integrating English

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movies into classroom activities can be an effective strategy for improving students' English language proficiency, particularly in reading comprehension and writing.

The improvement in students' reading comprehension can be explained by the characteristics of movies as audiovisual learning media. The movie *Up* presented the story through visual scenes, spoken language, gestures, and contextual situations that enabled students to understand the meaning of the text more easily. The combination of images, dialogues, and subtitles helped students identify the main ideas, understand specific information, and interpret the overall content of the story. In addition, the interesting storyline maintained students' attention throughout the learning process, allowing them to become more actively engaged in reading activities. Consequently, students were able to comprehend the reading materials more effectively than those who learned through conventional teaching methods.

These findings are consistent with previous studies that emphasized the effectiveness of English movies in language learning. Hanif and Wiedarti (2021) reported that movies improved students' reading comprehension by providing contextualized language input and visual support, enabling learners to understand texts more easily. Likewise, Ismaili (2013) explained that English movies create authentic language-learning environments in which students are exposed to natural expressions, pronunciation, vocabulary, and real-life communication. Furthermore, Pavithra and Gandhimathi (2024) concluded that English movies serve as effective pedagogical tools because they increase students' motivation, participation, and comprehension through meaningful audiovisual experiences. Therefore, the findings of the present study reinforce the view that movies are valuable instructional media for developing reading comprehension in English as a Foreign Language (EFL) classrooms.

The results of this study also demonstrated that the use of the movie *Up* significantly improved students' writing skills. Students in the experimental group achieved considerably higher writing scores than those in the control group after receiving the treatment. This improvement may be attributed to the movie's ability to provide students with meaningful contexts before they began writing. Through the story, students were exposed to new vocabulary, sentence patterns, and sequences of events that could be used as references when developing their own written texts. The visual presentation of the story also stimulated students' imagination and helped them organize their ideas more effectively. As a result, students were able to produce writing that was more organized, coherent, and appropriate in terms of vocabulary and grammar.

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The findings regarding writing skills are in line with those of Adiningtyas and Santoso (2023), who found that animation movies effectively improved students' ability to write recount texts by facilitating idea generation and enriching vocabulary. Similarly, Wahono and Qodriah (2019) argued that English movies accompanied by subtitles support students in developing writing skills because they expose learners to authentic language use and contextual vocabulary. Moreover, the significant improvement observed in both reading comprehension and writing skills supports the findings of Chin and Kang (2022), who stated that reading and writing are closely interconnected language skills. Students who gain better comprehension through reading activities tend to have greater ability to express their ideas in written form because they possess richer linguistic input and broader background knowledge.

Overall, the findings of this study demonstrate that the movie Up is an effective learning medium for enhancing students' reading comprehension and writing skills at the junior high school level. Beyond improving students' academic achievement, the use of movies also creates a more engaging, interactive, and meaningful learning environment that increases students' motivation to learn English. Therefore, English teachers are encouraged to integrate appropriate English movies into classroom instruction as alternative learning media to support the development of students' language skills. Future researchers are also encouraged to investigate the effectiveness of different movie genres or combine movie-based learning with other instructional strategies to further improve students' English proficiency.

CONCLUSION

This study investigated the effect of using the movie *Up* as a learning medium on the reading comprehension and writing skills of eighth-grade students at SMPN 34 Pekanbaru. Based on the findings, it can be concluded that the use of the movie *Up* had a significant positive effect on both students' reading comprehension and writing skills. Students who learned through the movie achieved significantly higher post-test scores than those who received conventional instruction. The audiovisual features of the movie, including authentic language, visual context, and engaging storylines, helped students understand reading materials more effectively and supported them in generating ideas for writing. These findings indicate that English movies can serve as an effective alternative learning medium for improving students' language skills and increasing their engagement in the learning process. Therefore, English teachers are encouraged to incorporate appropriate English movies into classroom instruction to create a more

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meaningful and interactive learning environment. Future researchers are recommended to investigate the effectiveness of different movie genres or instructional approaches in enhancing other English language skills.

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