

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

This chapter presents the data as well as an explanation of the findings of this study. The data obtained was then explained to answer the research question regarding students' reading comprehension after watching the English-subtitled anime, what reading strategies were used while watching the anime, and the application of the strategies. The researcher describes the results of the data obtained through the reading test and the written interview, which contains the reading strategies used by the participants and their application. The test results are displayed in a table, which is then explained. Then the results of the interview that conducts the participants' reading strategies will be sorted by the most used. Then one by one, the strategies will be described along with how to apply them based on the participants' answers.

##### **1. Students' Reading Comprehension Skills after Watching Anime**

To determine students' reading comprehension ability after watching anime with English subtitles, the researcher administered a test to students to test their reading comprehension. The test consists of 20 multiple-choice questions based on the anime you have watched. And then, the researcher describes and analyzes the test results. This section

deals with the results presentation of the student's reading comprehension after watching the English-subtitled anime.

**Table 4.1.**

**Participants' Reading Test Score**

Participant	Correct answer		Total correct answer	Score	Classification
	Micro	Macro			
P1	7	12	19	95	Very good
P2	5	8	13	65	Fair
P3	6	11	17	85	Good
P4	6	11	17	85	Good
P5	7	11	18	90	Very good
P6	6	10	16	80	Good
P7	7	13	20	100	Very good
P8	6	12	18	90	Very good
P9	7	11	18	90	Very good
P10	7	12	19	95	Very good
<b>Mean</b>					87,5
<b>Median</b>					90

Based on the table above, there were five students in the "very good" category, three students were in the "good" category, and one student was in "fair" category. Then the researcher found that the mean score obtained by the students from the test results was 87.5. This indicated that most of the participants' reading comprehension was very good when they watched anime with English subtitles. The results also indicated that they had no difficulty taking the test provided based on the anime they had watched. Choosing anime as a way to learn makes it easier for people to take tests and use some of what they have learned.

**Table 4.2.**

**The Rating Percentage of Participants' Reading Test Results in Terms of Micro and Macro Skills**

Skills	Skills Classification	Total correct answers from each Test Results	Percentage
Micro Skills	• Recognizing referents of pronouns, ect	35/40	50%
	• Inferring the meaning of unknown words, phrases, or sentences from context	18/20	25,7%
	• Recognizing relationships between textual elements	8/10	11,3%
Macro Skills	• Skimming for the main idea	50/50	50%
	• Scanning for detailed information	25/30	19,2%
	• Identifying phases of an argument and the examples presented to support it	38/50	29,2%

As mentioned in Chapter 2, Brown (2004) has explained that micro and macro skills are important aspects of reading comprehension that need to be mastered. The seven questions in the reading test focused on micro-skills, including four questions for recognizing referents of pronouns, et cetera; 2 questions for inferring the meaning of unknown words, phrases,

or sentences from context; and one question for recognizing relationships between textual elements.

Based on table 4.2, the participants' reading comprehension skills in the micro-skills aspect were quite good. This can be seen from the results of the questions that focus on recognizing references to pronouns. The percentage obtained is 50%, with eight correct and two incorrect participants. Furthermore, the results of questions that focus on inferring the meaning of unknown words, phrases, or sentences from the context. The percentage obtained was 25.7%; eight participants were all correct, and two just got one correct answer. Furthermore, the results of the questions focus on recognizing the relationship between textual elements. The percentage obtained was 11.3%, and eight participants got the correct answer. As a result, the term micro reading comprehension skills total 87.1%.

For macro skills there are thirteen questions in the reading test focusing on macro skills, including five skimming questions for main ideas, three questions for scanning detailed information, and five questions for identifying phases of arguments and examples presented to support them.

Based on the test results, the participants had reasonably good reading comprehension skills in terms of macro skills. This can be seen from the questions that focus on skimming for main ideas, where the results reach 50%. From the results obtained, all participants were able to

answer these questions correctly. Furthermore, the results of questions focused on scanning for detailed information are presented at 19.2%. From these results, six participants were all correct, three of whom were correct, two were correct, and only one was correct. Furthermore, the results of the questions focused on identifying the phases of an argument and the examples presented to support it, which resulted in a score of 29.2%. Two participants correctly answered four questions; the other five correctly answered four questions; the other two correctly answered three questions; and one participant correctly answered only two questions. As a result, the total reading comprehension ability in terms of macro is 86.9%.

## **2. Reading Strategies Applied by The Participants while Watching the Anime**

The researcher described several reading strategies the participants used while watching anime with English subtitles to answer the tests provided. The researcher sequenced several reading strategies from the most dominantly used and then explained how the participants used these strategies. This section also explains how they got high scores on the test based on the implementation of the reading strategies they used.

### **a. Skimming**

Skimming, in this term, refers to a reading strategy that involves finding and understanding the main ideas in an anime.

There were eight participants who used the skimming strategy while they were watching anime. Some use this strategy by watching the entire anime and gathering important information as the story progresses.

*“what I need to do to find and understand the main ideas in the episode is to watch carefully, and understand the main conflict that occurs”*, (P1, Script 1)

*“I only understood the gist of the story after almost finishing the video to conclude the main idea”* (P3, Script 3)

*“watch the entire film while understanding the plot of the story in the anime”* (P6, Script 6)

*“Gather some information that is considered important”* (P9, Script 9)

.P10 answered that he spontaneously read the subtitles on the anime he was watching to understand the storyline. From the answer, he said:

*“By reading the subtitle automatically. For this, I mean when we watch anime, we are used to hearing while reading subtitles automatically, and in the end what we do unconsciously is called skimming, a.k.a searching for the core quickly and briefly”*, (P10, Script 10)

The preceding statement leads one to the conclusion that the practice of watching anime with subtitles affects the rate at which a person recognizes and draws conclusions about the primary plot points of the anime that he is presently observing.

One of the participants also utilized this tactic by skipping numerous sequences that were not significant enough to be included in order to go right into the main point of the story that wants to find. As for the other participants, they will only pay attention to the parts of the text that they consider to be either fascinating or essential, as well as being directly connected to the plot of the anime they are currently watching. These can be seen in P7 and P8 answers.

*“I do this when there are too many text to read and i am lazy, so i am only going to read the important part of the text” (P7, Script 7)*

*“By skipping the intro and goes straight to the 4 minutes marks” (P8, Script 8)*

One of the participants shared her thought that it was unnecessary for her to comprehend the significance of each and every word used in each and every sentence of the anime.



**Figure 4.1. The screenshot of using skimming strategy to understand an unknown vocabulary**

*"I don't know what 'decent' is, but in the subtitle or the previous sentence the witch is cold, she wants to take shelter, stop by, then look at the palace, so I mean in this subtitle that '**only this place is good or can be lived in**' like that, hhe" (P4, Script 4)*

From P4's statement above, she able to know and understand the context of a vocabulary or subtitle text from the previous sentence, which indicates the context that they want to know more about. This conclusion can be drawn from the statement that has just been presented. This is also made much simpler by the inclusion of visuals or scenes that elucidate the context of the subtitle language in a way that allows it to be comprehended in its proper setting.

#### **b. Inferring**

Inferring strategy in this term is refers to how readers utilize both their background knowledge and the details provided in the subtitles to create hypotheses and draw inferences. Based on the answers obtained from the interview table, the researcher found seven answers using the inferring strategy. And the way they applied it is quite diverse.

*"I draw conclusions after knowing some of the information previously obtained from the subtitle text" (P3, Script 3)*

*"I do this when there are enough informations for me to drew a conclusion" (P7, Script 7)*



*“Understand and remember all the important information that has been obtained” (P9, Script 9)*

From the answers above, some participants used this strategy by concluding the story in the anime they were watching after collecting some information through small details or certain events mentioned in the subtitle text.

One of the participants has a unique way of concluding a text in the story. Specifically by paying attention to the anime's mother tongue. As stated by P10:

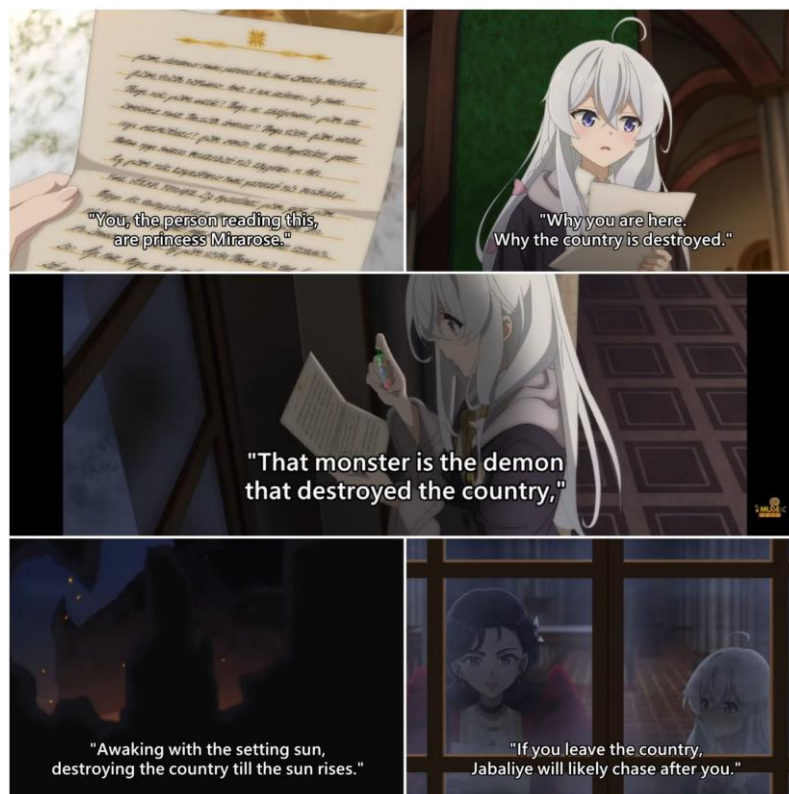
*"Sometimes there are some vocabulary words that I don't know the meaning of, but because I understand Japanese it helps me a little in understanding the meaning or context of the text being read", (P10, Script 10)*

In light of what was just said, the researcher came to the conclusion that knowing a language other than the target language can help one grasp the context of the text of the tale or the vocabulary that they wish to learn. One of them is that the participants frequently watch anime that is really dubbed in Japanese, which provides the participants with the opportunity to understand the Japanese language. In addition, it is backed up by illustrations that clarify the context of the phrase. In light of this, when participants watched anime with English subtitles and

struggled to interpret a term they did not know, they could comprehend the meaning based on the Japanese they heard.

One of the participants summed up the central concept and events in the anime by referring to a scene that serves as the primary driving force behind the narrative. This is exactly what has been stated by P8:

*“There is a lot that can be inferred from the **letter**”* (P8, Script 8)



**Figure 4.2.** Compilation of inferring strategy in letter scene

The researcher observed that the participant referred to the "contents of the letter" in the story to find out crucial information that impacted the plot conflict in the anime. This can be seen from the responses of the participants as well as the photos that are located

above this paragraph. The reading comprehension questions were based on the information included in the letter, which revealed the Princess and the Monster's identity and the state of affairs in the kingdom at the time.

The two participants drew upon their prior knowledge based on an anime or story with a similar theme. Taken from P1's answer, he said:

*“i just somehow able to figured out what is going on in that episode, of course after i finished watching it. But, overall I think it was because I've watched many enough anime to actually grasped the premise of it” (P1, Script 1)*

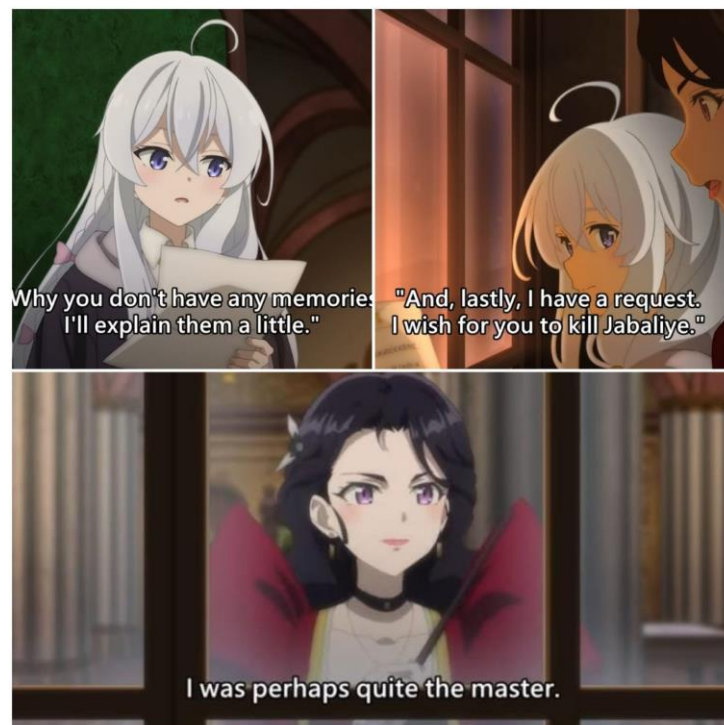
*“not the whole things are the same but i remember an anime with magic as its story foundation, the mc with blue hair, i forgot the name” (P1, Script 1)*

The answer above stated that the participant used previous knowledge from the anime he had watched, especially those with a similar premise or theme. Because anime used as a reading test is based on magic and adventure, the participants draw conclusions from certain scenes by taking anime which in the story have a magic system, world building and similar adventure elements as benchmarks.

Then there is another participant who use sources other than anime. This is taken from Student P4's answer.

*"I use some broad knowledge of some things in order to understand the subtitles and interpret them with your own understanding" (P4, Script 4)*

*"In this strategy, I used my knowledge of something, like the previous witch movie so it must have something to do with curse spells etc. so for some vocabulary that I don't know, I interpret it with my own understanding which is about far from magic" (P4, Script 4)*



**Figure 4.3. Compilation of inferring strategy using prior knowledge about magic**

*"In this part, I just use my knowledge about magic, because they were talking hard about defeating monsters, but the princess lost her memory, so here I interpret it with my own understanding, if that the princess is possibly expert in magic" (P4, Script 4)*

From the answers above, participant infer the context of a scene and the meaning of a vocabulary using their knowledge that they get from stories or shows related to magic. For example, participants can know that the girl in the palace is not only a princess but also a witch. Participants could take references from the Harry Potter films or other fictional stories related to wizards and the wizarding world. Therefore, participant can conclude several existing scenes or subtitle texts because most of the stories revolve around magic.

### c. **Summarizing**

In this section, "summarizing" refers to how participants determine important information contained in the anime they have watched. From the results collected through a questionnaire, there are six participants who used summarizing strategy when watching anime. These are all of the answers from them.

*“All I have done is summarize the anime in my head. I don't feel the need to write down the important things that happen, because I understand the anime” (P1, Script 1)*

*“After watching the anime, I draw conclusions about what happened in the story in the anime”(P6, Script 6)*

*“By taking the moral of the story. I summarize it spontaneously, because for me the story is quite simple to understand and interesting storyline. Even the anime is on my*

*watchlist because I want to continue watching it too” (P10, Script 10)*

*“I observed and considered which parts of the subtitle text have important information so I can understand the storyline”(P3, Script 3)*

*“Understand the context of the problem before filtering information that is felt to be related to the problem” (P9, Script 9)*

*“Read the whole sentence and then conclude the meaning”(P4, Script 4)*

*“Remembering again the story from the first to the last, and make some important points of the story” (P5, Script 5)*

Based on the participants' answers, most of them summarized the anime they watched by first watching it until it was finished and then spontaneously drawing conclusions about what happened throughout the story. They also collect and filter important information related to the main ideas and story conflicts so that they can summarize the whole story in the anime. One of the participants said that the story in this anime was quite simple and easy to understand, so they did not find it too difficult to conclude the whole story of this anime.

#### **d. Scanning**

The "scanning" refers to the strategy of analyzing every important detail or supporting sentence contained in the anime subtitles. Based on the answers from the questionnaire table that the

participants answered, six answers indicated the use of scanning strategy in their reading.

*“I observed every important keyword contained in the subtitle text”. (P3, Script 3)*

*“Paying attention to the details of their conversation that lead to the storyline of the anime” (P6, Script 6)*

*“In contras with skimming, i do this streategy when i am not lazy an the text is intersting or important to read” (P7, Script 7)*

*“Paying attention to every detail of the character being told” (P9, Script 9)*

From these answers, it was found that some participants applied this strategy by paying attention to some keywords and essential details to understand the plot of the anime being watched through subtitles and pictures.

One of the participants, namely P5, tend to use scanning by repeating some scenes in the anime.

*“I repeat to the point where I see some important lines in the subtitle of the story” (P5, Script 5)*

From the statement above, the participant repeated some scenes to get detailed information and understand the context of the scenes so that he could comprehend the main idea and conflict in the anime.

### e. **Connecting**

Connecting is used to connect the subtitle passages or with one's personal experiences or opinions. The researcher looked at the participants' responses on the questionnaire table and identified four different answers. Five participants used this strategy in their reading. Most of them utilized this tactic by making connections between the facts presented in the subtitles to acquire an understanding of the narrative or the setting of a particular scene. Here are some related answers:

*"If the storyline contained in the anime has a mystery that has not been explained, then I try to connect the subtitle text to try to guess what the storyline means based on personal opinion" (P2, Script 2)*

*"If there was a vocabulary that I don't understand, then I tried to understand the meaning/context of each other's sentence" (P3, Script 3)*

*"I try to figure out how the story is going and try to connect with my own perceptions" (P5, Script 5)*

P4 showed the detail how she use connecting while watching anime:

*"when I don't know some vocabulary meanings, I remember the previous text again and relate it to the next text and interpret it with my own understanding" (P4, Script 4)*





**Figure 4.4. The screenshot of using connecting strategy to understand an unknown vocabulary**

*"In this section, I don't know much about the meaning of the vocabulary, so I connected it with the previous sub, in the previous sub it said **"to be able to make the palace safe,"** but in this sentence I don't quite know the vocabulary like **'set up'** or **'barrier'**, so as far as I know, it's probably the princess cast a spell or put up a protection around the castle, and only her fellow magicians can get through" (P4, Script 4)*

Based on the participant's responses above serve as examples of how she employed linking tactics when watching anime. When it became clear that the participant was unfamiliar with the word "barrier," the moderator had him play back the preceding scene, which had displayed the phrase "to maintain the integrity of the palace." The participants drew their conclusion from this information, which was that the term "barrier" meant "protection" or "shield." The participant can discover the meaning of the word he does not know by looking at some preceding subtexts and then

interpreting it based on his understanding. It can be seen in the example that was given earlier.

One of the participants, namely P10, claimed that he could anticipate several events in the anime because he could relate to the characters and grasp the context of the situation.

*“By feeling related and understand with the context of the scene. Yes, you could say similar but not the same. and with that, I also consciously predict the scenes that will occur in the anime by guessing the storyline through feelings of empathy (relate)” (P10, Script 10)*

The Participant above feels empathy for the characters in the story, such as when the main character does not want to interfere with other people's problems or when the main character wants to repay the princess's kindness, who invites her to stay at her place. Both of these scenarios are examples of situations in which participants feel empathy. Because of the connection between the participant and the characters in the anime, the participant was able to anticipate every piece of information, and the context of various scenes as the story progressed.

#### **f. Visualizing**

The term "visualizing" refers to the process in which students form an image of an occurrence based on the subtitle text that they read. It's look like this kind of strategy rarely used by

participants. This can be seen from only two responses that were obtained from participants who used this strategy while watching anime.

*“I usually read the subtitles when watching while imagining how the events are told in the anime” (P2, Script 2)*

*“By remembering tiny details that has been told on the subtitle and imagine them” (P10, Script 10)*

Sometimes the visuals displayed in the anime need to be sufficient to understand the meaning of what is said in the subtitles. Even more so if the scene merely displays graphics without any audible components. As a result, based on the subtitles that were read, the participants envisioned several scenes that were taking place at the time or that would take place in the future.

#### **g. Questioning**

When students express their confusion about what they have read or the events that take place in the anime they watch, they engage in “questioning.” There are 2 of the 10 participants made use of this particular strategy. The following is the answer from P5:

*“In my mind, I make some questions along with the story, certainly for some points that are not really clear, like “what just happened to the character?” and by focusing on my questions I will get some answers and*

*understanding by reading the subtitle and watching the show” (P5, Script 5)*

From the statement above, Participant stated he found several events that occurred in his anime, such as the condition of the characters and what they will do next. Moreover, what will happen to the characters after the story in the anime ends? That way, participants have a future picture of the storyline and problem-solving in the anime.

One participant used the questioning strategy as a continuation of the application of other strategies. The following is the answer from P10:

*“By wondering what is or will happen in the storyline. this is one of the results of feeling related earlier (connecting), by thinking and guessing what will happen in the future again after seeing certain scenes in the anime” (P10, Script 10)*

Just like the previous statement, participants questioned every action taken by the characters in the story and whether their guess was correct. These questions will trigger participants to guess what will happen next as the story of the anime progresses.

#### **h. Predicting**

The ability of the learner to imagine what will happen next in the anime scene based on the subtitle text that they have read or

their prior knowledge is what is meant by the term "predicting." Only one participant used prediction while watching anime. Nevertheless, the researchers discovered that his statement was distinctive to some extent. The statement comes from P7's answer:

*"Usually I do this when I already can predict how the story going to goes it is usually happen when I watch a mediocre anime, like Isekai (another world genre) anime, for example" (P7, Script 7)*

The participant draws on prior knowledge gained by watching anime with topics similar to those being discussed, which is analogous to one of the applications of the inferring strategy discussed so far. Participants could estimate and know specific events that will occur in the plot since they are accustomed to watching anime with similar themes. It is because the anime they watch has more or less the same story or scenes.

## **B. Discussion**

In this discussion part, the researcher will discuss the findings students' reading comprehension skill while and after watching anime. This section simultaneously answers the research question that was shown in Chapter 1 regarding students' reading comprehension after watching anime with English subtitles and what reading strategies are used when watching the anime and how to apply them.

## **1. Participants' Reading Comprehension Skill after Watching English-subtitled Anime**

Based on the test results, participants get a higher comprehension score after watching anime with English subtitles. The test results revealed that their average score was 87.5, with most participants scoring 80–100. It can be said that the participants' reading comprehension was in the excellent category. This has similarities with Showmik's research (2018), where students who learn by watching anime have the benefit of training and improving their performance and concentration in learning languages. In addition, the participants are very familiar with anime, making it easier for them to take the tests provided (Fukunaga, 2006; Yee Han & Ngan Lin, 2017).

The results of this study also represent previous studies conducted by Gustian Pelani (2016) and Furaidah et al. (2019) regarding the effective use of subtitled video media to hone and improve students' reading comprehension skills.

Brown (2004) mentions aspects of reading, namely micro and macro skills. As a result of the analysis, the researcher describes several micro- and macro-skills.

Regarding the students' reading comprehension in micro-skills, the participants can recognize and understand word order patterns and their meaning and recognize that several grammatical forms can communicate the same concept. This can be seen in question no. 7, where

participants know that seven days equal one week, and in question no. 8, where participants are able to understand other meanings of factual statements about monsters. The participant can also recognize grammatical word classes (nouns, verbs, and so on), systems (such as tense, agreement, and pluralization), patterns, rules, and elliptical forms. For example, in questions 13, 15, and 18, participants could determine to whom the statement referred. Finally, participants are able to recognize cohesive devices and their significance in communicating the link between and among sentences in written discourse; this is found in No. 11, which explains why the princess trusts the letter she is reading.

Meanwhile, regarding the students' reading comprehension in macro-skills, the participants can draw conclusions about relationships and connections between events, figure out causes and effects, and find relationships such as main ideas, supporting ideas, new information, the information given, generalizations, and examples. This can be seen from the results of the questions that focused on skimming and scanning, where they were able to determine the topic of the story as well as the information displayed in the anime they watched. On average, the participants were also able to understand how the written text communicates based on its form and purpose, for example, in question no. 10 about how the characteristic of the main character is described as a character who prioritizes self-safety, and in question no. 14, which asks the main character's reason for joining the fight against monsters.

Participants were also able to find out the difference between what is said and what is meant, as can be seen from question no. 19, where the participants know that it was the princess who indirectly destroyed the kingdom. However, most participants were unable to understand the moral message in this anime, as evidenced by Question No. 20, which only four participants answered correctly.

Several of the other macro skills can be seen when they are watching anime. Based on the interview table, they can use various reading strategies, such as scanning and skimming, recognizing discourse markers, guessing the meaning of words based on their context, and activating schemes for text interpretation. This has been demonstrated by how the participants used various reading strategies when watching the anime. They most often use inferring, summarizing, skimming, and scanning. Furthermore, in its application, they use background knowledge obtained from anime and stories or films with similar themes and plots. Participants also rely on their knowledge of the context of the Japanese language and the influence of the anime they often watch. This is in line with the two aspects of macro skills; they are finding specific cultural references, figuring out what they mean in the context of the suitable cultural scheme; and giving a clear context using your background knowledge. Participants also find some important information from the anime to draw conclusions and find out what



message they want to convey through inferring (letter scenes), connecting, scanning, and summarizing strategies.

## **2. Reading Strategies Applied by The Participants while Watching the Anime**

Based on the results of the interview table, the researcher ranked the reading strategies most used by the participants when they watched the provided English-subtitled anime. The first is “skimming.” Participants who use this strategy usually watch the entire anime to find and comprehend the main idea. Some of them skip several scenes they deem unimportant to get straight to the story's point. The participants are also helped by the visuals shown in the anime, so they do not need to understand every word they do not know the meaning of. This is similar to Corpuz’s (2022) research, where he said that anime provides a draw in the form of an appealing visual feature that helps students comprehend the context of the content they are being exposed to through media.

The second is “inferring.” This strategy allows participants to infer what they read from the anime subtitles they watch either through the details shown in the story or their prior knowledge that can help them. The participants have various ways to conclude the story in the anime, such as collecting some important information and then concluding it, paying attention to the native language (Japanese) of the anime to understand the context of the subtitle text being read, relying on one crucial scene that allows them to conclude the whole contents of the story (letter scenes), as

well as referencing several scenes from the anime watched with anime or similar stories that they know. The habit of watching anime influences their mastery of the Japanese language and understanding of the language's culture, allowing them to understand the context of the English subtitles they are reading. This has the same line as Fukunaga's (2006) research. He said that by watching anime, the viewer was exposed to and learned more about aspects of Japanese culture and terminology, which they were subsequently able to apply in the classroom. Ultimately, watching anime helps one brush up on their knowledge of the Japanese language and culture.

Third, there is "summarizing." Although most participants used this strategy, there is nothing special about its use. Participants only collect and filter whatever information they get to discover the whole story.

The fourth is "scanning." Participants widely use this strategy because they need to pay close attention to the essential details contained in the subtitles and in the visuals to understand the context of certain scenes. Some of them tend to repeat some previous scenes to get important lines in the subtitle to help them understand the story more.

The fifth is "connecting." Participants use this strategy to find vocabulary they do not know by paying attention to the subtitles of the previous text. Apart from that, they also connected several scenes with participants' experiences through the anime characters, so they knew what would happen next.

The sixth is "visualizing." This strategy is rarely used because the anime itself already displays visual images, so there is no need to imagine what is happening based on the text they read. However, sometimes some scenes only display silent visuals, so they do not provide context from the subtitles. Therefore, some of the participants used this strategy.

The seventh is questioning. Most participants rarely use this strategy because there are few questions. The participant who uses this strategy tends to see What happened in this story? How did the characters act in the future of the story? What will they do, and what is the conclusion?

The last is "predicting." This strategy is rarely used by most participants and only one who used this strategy. Participants who used prediction guessed several events in the anime based on several other anime with similar plots, for example, anime of the Isekai genre (another world genre) or fantasy genre anime.