

ENHANCING READING COMPREHENSION THROUGH VIDEO

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ABSTRACTS

This research is intended to answer the problem about how does video improve student reading comprehension of narrative text at SMAN 1 Asembagus . The writer has conducted a classroom action research. The tools of data collection are observation checklist and reading test. The respondent of this research are tenth science 4 grade students of SMAN 1 Asembagus which consist of 35 students. Based on result of data analysis there are improvements on students' reading comprehension. The research was done in two cycle. Based on the data showed that cycle 2 is better than cycle 1 and from cycle 1 to cycle two, the reading comprehension of students is improve.

Key Word: Reading Comprehension, Video

Introduction

In English teaching learning process, teachers' preparation of teaching devices can assist students in the implementation of teaching and learning. In addition, method of teaching, which is used by teachers to deliver lessons and draw the attention of students so that the learning process occur, is also a component that strongly supports the learning process.

Teaching is an effort to create an environment that allows the learning to take place. An environmental system consists of components that influence each other such as instructional object to be achieved, the material being taught, the teacher and students in the classroom, teaching methods, and the source of learning and media.

One of the language skills that students should acquire is reading skill, because it has an important role

in teaching learning process. In relation to this idea, Palani (2012:5) said, *“Reading is an important activity in the process of learning. In the movement of human society, it has been given a greater importance and becoming one of the essential aspects of the functioning of human beings, who are collectively involved in the regulation of society and exposure of knowledge and revelation of literate society”*.

From the result of preliminary study by interviewing the English teacher and class observation of senior high school at SMAN 1 Asembagus, it was known that the students still had some problem dealing with their reading comprehension. The English teacher said that it took a long time for students to comprehend the text, they tend to read word by word and also they did not know what they have read. It was known that the KKM is 75. In that class, the student who achieved the standard score was 25%. Beside that, the English teacher said that the students' active performance in teaching learning process of reading was still low. It was shown by the students did not

enjoy to read English text because in teaching reading, the teacher only use text book. So that, it makes the class boring.

Therefore, teaching English need a good media and the teacher should be creative to make students interest with the learning because it can give impact for students. The teacher can use one of media such as video to make students easier learn reading text especially narrative text. According Chalifahtun (2014) Using video as media in teaching reading can increase students' attention so they can be motivated and interested to learn reading text.

The use of media in teaching learning process can help teachers to create learning situation effectively. According to Wright (1976:1) said that many media and many styles of visual presentation are useful to the language learner. That is to say, all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In this respect, videos provide important learning opportunities to students working in a second language.

Teaching narrative text by using animation video was the effective way. The writer has applied the procedures of using animation video as a media in presenting the material of reading comprehension in narrative text. The animation video is provide subtitle that could help students understand the story. This video was shown in every cycle. The learning process held in the classroom with appropriate devices such as LCD projector, laptop, supporting audio system such as speaker. According to Gallacher (2003) talking about criteria for selecting video, the length of video should not be too long, perhaps between 30 second and 10 minute depending the objective. The video was taken from the internet in YouTube Videos. First of all, the teacher gave the instruction to the students to pay attention and then the teacher showed video. The teacher pause each part of animation video. After that the teacher asked the students to guess the character, generic structure, the setting and the place. Besides that the teacher also gave unfamiliar words from the subtitle. After discussing the part of

orientation, the teacher continued to play video in the part of complication and the teacher pause video. The teacher asked some predicting questions related to the video. The teacher continued to play the video and the students saw what had already happened. This animation video made students easier to learn narrative text. Video can describe moving object with the sound. Video was very helpful in explaining the material. During application of the video, the students looked enjoyed and very enthusiastic in learning process. They seemed to pay attention with the stories.

Method

The research conducted is a classroom action research (CAR). According to Arikunto (2010:132), Classroom Action Research is intended to improve teaching method effectiveness, giving an assignment to the students and giving scoring.

In improving the students' reading comprehension, the researcher uses an action research that consists of four steps, they are as follow: (1) the planning of the action. The plan was the preparation before the teaching

learning activity (2) the acting of the action. In this stage, researcher taught by using video. The teacher taught based on the lesson plan that was already planned. (3) observation. This activity was carried during the data collection process and (4) reflection of the action. Reflecting is an evaluation of the process and outcome or impact of the action taken by the researcher. In acting, the researcher implemented the lesson plan that was teaching reading by using video as media in teaching reading. The researcher used different video in each meeting. In observing, the researcher observed the weakness and the strength during teaching learning process by using video.

The tools of data collection were observation checklist and reading test. Observation checklist was a form of table that consist the action applied by the researcher to watch the object carefully in order to notice the atmosphere of the class. Checklist table collected the data in students' action when they did the activity in every meeting or cycle. The writer then concluded whether they were well improved or not.

Result and discussion

In cycle one consist of 2 meetings. In meeting 1 and meeting 2, researcher applied or gave the material about narrative text using video. That method to know how far students improvement in reading comprehension after implementing the action using video. From the result of reading test, it showed that only 18 of 35 students (51,42%) had achieve the standard score. The mean score of reading test in cycle one was 71,9 requirement that is 75. The mean score of class observation was 65,71% students were active and 34,28% students were passive. It means that the test in cycle 1 not successful because of some problem such as as Students got difficulty in translating a word because they are lacked of vocabulary, Students got difficulty in finding generic structure, and Students looked fell so shy to the researcher to asking and answer question.. Therefore, the researcher planned modification activities for the second cycle in order to get success such as Researcher gave students list of unfamiliar word related the story in

video, When The researcher show the video, the researcher paused the video part by part to explain them about the generic structure and gave them reward if they can answer researcher's question.

After giving another activity in the Cycle II, From the result of reading test, it showed that 29 of 35 students had achieved the standard score and the mean score of reading test in cycle 2 was 78,79 of requirement that is 75. The mean score of class observation was 75,71% students were active and 24,29% students were passive. It could be concluded that the second cycle was successful and the action was stopped. Based on the result in each cycle of this research, we could see that the cycle 2 was much better than in the cycle 1.

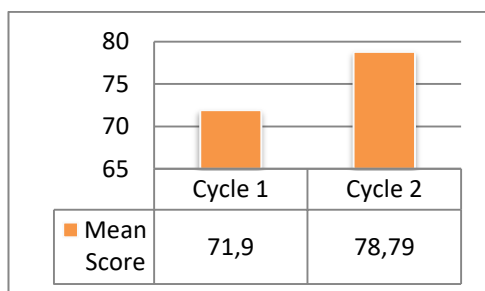


Figure 1: The comparison of reading test cycle 1 and cycle 2

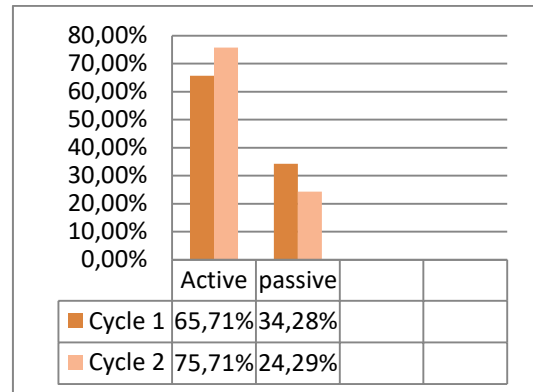


Figure 2: The comparison of observation cycle 1 and cycle 2

Conclusion

Video can improve the tenth grade students reading comprehension of narrative text at SMAN 1 Asembagus in the 2017/2018 academic year by increasing students' attention, so they can be motivated and interested to learn narrative text. To suggest the other researcher, the use of video can make group in the class to discuss about the text such as identifying the generic structure, characteristics, setting and etc. The next researcher also can ask students to come forward to retell the story to make sure they understand about the text.

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