IMPROVING STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT USING NARRATIVE VIDEO
(An Action Research at Tenth-Year of SMA Negeri Banyumas in Academic Year 2009/2010)

By:
Tri Pujiani
NIM K2206035

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ENGLISH DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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APPROVAL

This thesis has been approved by the consultants to be examined by the board of thesis examiners of Teacher Training and Education Faculty of Sebelas Maret University

On:

By:

Consultant I  Consultant II

Drs. Muh. Asrori, M. Pd.  Dewi Sri Wahyuni, M. Pd

NIP. 19601015198702 1 001  NIP. 19780818200312 2 002
LEGALIZATION

This thesis has been examined by the board of thesis examiners and approved as fulfillment of the requirement for obtaining undergraduate degree in English Education.

On:

By:

Board of thesis examiners

1. Chairman : Endang Setyaningsih, S.Pd, M.Hum ( )
   NIP. 19800513200312 2002

2. Secretary : Teguh Sarosa, S. S. M. Hum ( )
   NIP. 19730205200604 1 001

3. Examiner I : Drs. Muh. Asrori, M. Pd ( )
   NIP. 19601015198702 1 001

4. Examiner II : Dewi Sri Wahyuni, M. Pd ( )
   NIP. 19780818200312 2 002

Teacher Training and Education Faculty
Sebelas Maret University
The Dean

Prof. Dr. H. M. Furqon Hidayatullah, M. Pd.
NIP. 19600727 198702 1 001
ABSTRACT


The objectives of this research are to know whether the use of narrative video in teaching narrative for reading can improve the students’ comprehension on narrative text and to describe what happen in the class when narrative video is applied in teaching narrative for reading.

The method used in this research was action research. The researcher conducted this research from February until March 2010 on SMA Negeri Banyumas. The sample was the students of class X-G. This class consists of 36 students. In this research, the researcher taught narrative for reading using narrative video. The data were collected from the result of observations, interviews, questionnaires, and tests. These data were compared and analyzed to get a conclusion as the result of this research.

This research was conducted in two cycles of actions. The result of this research showed that after conducting the actions, the students’ reading comprehension and the students’ motivation toward reading improved. This improvement could be seen from the test result and the students’ attitude during the lesson. The students’ mean score in the pre-test was 68.3. It increased to 87.4 in the post-test. So, it can be concluded that the use of narrative video in teaching narrative for reading can improve the students’ reading comprehension on narrative text. During the implementation of the actions, the students were more active and focused on the lesson. They felt more interested and enjoyed joining the class. It means that using this technique, the students’ motivation also improved.
MOTTO

“Only those who do nothing make no mistakes.”

(anonymous)

“Troubles are often the tools by which God fashions us for better things.”

(Henry Ward Beecher)

“Unless a man undertakes more than he possibly can do, he will never do all that he can.”

(Henry Drummond)

“Ilmu itu lebih baik daripada harta. Ilmu akan menjagamu, sedangkan harta sebaliknya kamu yang harus menjaganya. Jika ilmu itu disebarkan kepada orang lain maka ilmu itu akan bertambah, sedangkan harta, jika disebarkan maka ia akan berkurang.”

(Ali Bin Abi Thalib r.a.)
DEDICATION

This thesis is dedicated to:

My beloved father and mother

My dearest young brother

My lovely friends

My alma mater, Sebelas Maret University
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In the name of Allah, The Most Graceful, The Most Merciful. All praise be to Allah SWT, the Lord of the universe, who always gives blessing to all creatures and guides them.

The researcher realizes that she cannot complete this thesis without the helps of other. Many people have helped her during the writing of the thesis, and it would be impossible to mention all of them. She wishes, however, to give her gratitude and appreciation to the following:

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8. Her beloved friends in English Department ’06.

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   Nothing in this world is perfect, and this thesis is not an exception. So, the researcher hopes and accepts gratefully for comment and suggestion. Hopefully, this thesis will be useful for the readers.

Surakarta, June 2010

Tri Pujian
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CHAPTER I
INTRODUCTION

A. Background of the Study

As an International language, English is very important in our daily life. Most electronic tools use English in their instructions, such as computer, rice cooker, washing machine, et cetera. It is very dangerous if those tools are used without its instruction being read. If someone wants to communicate with people from other countries, he should master English well. It is because English is the language used in international communication. So, it is very important for people to learn English.

Nowadays, English is one of the subjects that is taught since in the elementary school until university and examined in the national examination to determine the students’ graduation. The provision that English is examined in the final examination is stated in Peraturan Menteri Pendidikan Nasional Tahun 2009 pasal 7 ayat 1, 2, dan 3 as follow:

(1) Mata pelajaran UN SMA/MA Program IPA, meliputi: Bahasa Indonesia, Bahasa Inggris, Matematika, Fisika, Kimia, dan Biologi.
(2) Mata pelajaran UN SMA/MA Program IPS, meliputi: Bahasa Indonesia, Bahasa Inggris, Matematika, Ekonomi, Sosiologi, dan Geografi.
(3) Mata pelajaran UN SMA/MA Program Bahasa, meliputi: Bahasa Indonesia, Bahasa Inggris, Matematika, Bahasa Asing lain yang diambil, Sejarah Budaya/Antropologi, dan Sastra Indonesia.

There are four main skills in English: those are reading, listening, speaking, and writing. Reading and listening are called receptive skill, in which people need the ability to receive written or spoken language when they do it.
While speaking and writing are called productive skill because when people do it, they need the ability to produce written or spoken language (Harmer, 1998: 44).

Reading, which belongs to receptive skill, can be defined as a process whereby one looks at and understands what has been written (Williams, 1999: 2). It means that, when someone reads, he looks at something written and tries to get the meaning to understand it. Reading can also be described as a mental or cognitive process which involves a reader in trying to follow and respond to a message from a writer, who is in distant space and time (Davies, 1995: 1). It means that reading activity connects the reader and the writer although they are in different time and place; for example reading an ancient book, reading personal letter, et cetera.

The reason for teaching reading to the students is because it belongs to the basic language skills in English, just as important as speaking, listening, and writing. Besides, reading is closely related with other subjects. Most of the materials given by the teacher (in English or other subjects) are presented in written form, for example in handbook, handout, et cetera. It means that to understand the materials, the students must have the ability to look at and get the meaning of written text, that is called reading skill. Because of that, reading is very important to be taught to the students.

According to the researcher’s observation, the students’ reading skill of SMA Negeri Banyumas was still low. They still had difficulties in understanding the text. The texts which were taught in the first grade of Senior High School were descriptive, news item, and narrative. Based on the observation in the classroom
and the interview with the teacher and the students, the researcher found that they had difficulties in narrative text. They had difficulties in understanding the characteristics of the text including the social function, generic structure, and language feature. The generic structure includes finding detail information and determining the parts of the text. While, the language feature includes vocabulary, finding references, and understanding the tenses.

The students’ difficulties in reading were caused by some factors that might come from the students and the teacher. Most of the students admitted that they often felt bored when they had to read a text, especially a long and uninteresting topic text. In the class, some students were sometimes seemed to lean over their head on the table and talk each other. They just paid attention to the teacher when they did exercises but if the time given to do it was too long, they began to be noisy again. When they read a long text, they were not so interested because they often did not understand the meaning of the words used in the text. It was difficult for them to understand the content of the text. However, they were reluctant to bring the dictionary. They just waited until the teacher explained it for them or asked them about the difficult words. Besides, there were some problems that came from the teacher. Actually, the teacher’s way in explaining the materials was clear enough but she was too rivet on the textbook. She usually taught using conventional way by staying in class and doing the exercises on the handbook. She used various techniques and media in teaching rarely. So, the students felt that English lesson was boring. All of those factors made the students to have low motivation in learning English, especially reading.
To improve the students’ motivation in learning, the teacher must use interesting teaching strategy. Sudiardjo and Siregar, in their article entitled “Media Pembelajaran Sebagai Pilihan dalam Strategi Pembelajaran” define learning strategy as:

“...suatu kondisi yang diciptakan oleh instruktur dengan sengaja (seperti metode, sarana, prasarana, materi, media dan sebagainya), agar siswa difasilitasi (dipermudah) dalam mencapai tujuan pembelajaran yang ditetapkan” (Prawiradilaga and Siregar 2004: 4).

If the teacher can make the condition that stimulates the students to learn, it will make easier for them to receive the material, so the goal of the teaching will be achieved. As stated in the teaching strategy’s definition above, media is one of the ways to facilitate the students to learn. Related to the use of media in teaching, Arsyad states that “Media pembelajaran secara umum adalah komponen sumber belajar atau wahana fisik yang mengandung materi instruksional di lingkungan siswa yang dapat merangsang siswa untuk belajar” (2005: 4). Teaching media is a concrete thing that can be used by the teacher to convey the material, for example picture, cassette, video, tape recorder, television, computer, internet, et cetera. Media can be used as AVA (Audio Visual Aids) to give concrete experiences to the students, so the teacher’s explanation will not be abstract. It can also be used as communication tools to connect the students with the material, so they can receive the material easier (Prawiradilaga and Siregar, 2004: 6).

Related to video, Sadiman states that the message presented in the video can be a fact or fictitious, can be informative, educative, or instructive (1993: 76). Video can catch the students’ attention easily. It is informative, it
means that much information from many experts in this world can be recorded in video tape, so it can be received by the students everywhere they are. Video is also educative and instructive; it means that the message of the video can give concrete experiences to the students, so they can apply it in their daily life. By video, the teacher can prepare the difficult demonstrations before, so she/he is able to concern on his presentation. The teacher can also present the dangerous object that cannot be brought into the class (Sadiman, dkk, 1993: 76-77).

Based on the benefits of video in learning, it is expected that through video, the students can be interested and motivated in learning English, especially reading. In this case, the researcher intends to use narrative video because this research is focused on reading narrative text. The writer hopes that by using narrative video, it will give the visualization to the students about the contents of the narrative text, so they can understand it easier.

Based on the problems and the proposed solution above, the writer is interested in conducting an action research entitled “Improving Students’ Reading Comprehension on Narrative Text Using Narrative Video (An Action Research at Tenth-Year of SMA Negeri Banyumas in Academic Year 2009/2010)”.

**B. Problem Formulation**

Considering the background of the study above, the writer can formulate the problems as follows:

1. Can the use of narrative video improve the students’ comprehension on narrative texts of tenth year students of SMA Negeri Banyumas?
2. What happens when narrative video is applied in teaching narrative for reading?

C. Objective of the Study

Based on the problem formulations above, the objectives of this research are:

1. To know whether the use of narrative video can improve the students’ narrative text mastery of the tenth year of SMA N Banyumas.
2. To describe what happen when narrative video is applied in teaching narrative reading.

D. Benefit of the Study

If this research gives positive result, it is expected that the result is able to give some benefits for students, teachers, and other researchers.

1. For the students, it is expected that this technique will help them improve their reading skill. The students will be able to:
   - Understand the vocabularies used in the text by looking at its context
   - Understand the main idea of the text by skimming
   - Understand the detail information of the text by scanning
   - Understand the goal, the parts, and the language features of narrative text
2. For the teachers, it is expected that the result of this research will give them a reference in their teaching so they can apply video in improving the students’ reading skill.
3. For other researcher, it is expected that the result of this research will help them in finding references or resources for further research.
CHAPTER II
LITERATURE REVIEW

A. Reading Comprehension

1. The Definition of Reading Comprehension

There are many experts who give the definition of reading. One of them is Aebersold and Field. They say:

“..., reading is what happens when people look at a text and assign meaning to the written symbols in that text, further, the text and the reader are the two physical entities necessary for the reading process to begin (1997: 15).”

It means that when someone sees written symbols in a text, there will be something visualized on the reader’s mind. This process is called reading.

Another expert, Williams (1999: 2) states that reading is a process whereby one looks at and understands what has been written. In line with Williams, Heilman (1961: 8) says that reading is a process of getting meaning from printed word symbols. It is not merely a process of making conventionalized noises associated with these symbols. In line with them, De Boer and Dallmann (1982: 23) say that reading is a process involving meaningful reaction to printed symbols. Wallace, in his book entitled “Reading” adds that reading is interpreting which means reacting to a written text as a piece of communication (1996: 4). These four definitions have the same point. The point is that reading is a process of getting the meaning of written text and giving reaction of it as the form of communication between the reader and the writer.
Different from some experts above, Davies defines reading from the other point of view. He says that reading is a private. It is a mental or cognitive process which involves a reader in trying to follow and respond to a message from a writer, who is in distant space and time (1995: 1). It means that reading activity connects the reader and the writer although they live in different places and life in different period. Reading is a mental cognitive process, so as the result of this activity the reader is able to give responses about the text’s message. Because reading is a private activity, the process of reading and responding is not directly observable.

Most events told in written texts are past experiences; either it is the writer’s experiences or the others’. The success of reading activity is depending on the reader’s ability to visualize it in order to be able to understand and interpret its meaning. Dealing with this fact, Kennedy says:

> Reading is ability of an individual to recognize a visual form associate the form with a sound and/or meaning acquired in the past, and on the basis of past experience, understand and interpret its meaning (1981: 5).

Another expert, Grellet (1981: 7), defines reading as a constant process of guessing, and what one brings to the text is often more important than what one finds in it. It means that before the reader reads the text, he guessed the content of the text and he had already had his own concept. After he reads the text, the reader relates his own concept with the text’s message.

Based on some definitions above, it can be concluded that reading is the process of bringing a concept to the text and relating it with the meaning
got from the text, in which it is usually a past experience, visualizing it, understanding it, and giving responses as interpretation of this process.

Kennedy (1981: 188) says that comprehension is the ability of one to find, interpret, and use ideas. Then, in Oxford Advanced Learner’s dictionary, comprehension is defined as a power to understand something (Hornby, 1995: 235). According to these two definitions, it can be said that comprehension is the ability to understand something through finding interpreting, and using ideas.

In conclusion, it can be summarized that reading comprehension is the ability to get the meaning of written symbols, visualize it, and give responses as the interpretation of this process.

2. The Purposes of Reading

Wallace (1996: 6-7) classifies the purposes of reading based on the personal reasons as follow:

a. Reading for survival

Reading for survival is reading a text that is very crucial for life. For example a warning signs, an admonition sign, an instruction sign, et cetera. Survival reading serves immediate needs.

b. Reading for learning

It is expected to be exclusively school–related. Reading is intended to support learning. The reader needs to ‘translate’ the text, literally or metaphorically, to learn vocabulary, to identify ‘useful’ structures or collocations, to use a text as a model for writing and to
practice pronunciation. For example one reads a text loudly, then analyzes it and makes the same kind of text.

c. Reading for pleasure

Reading for pleasure is reading to get happiness. The reader wants to enjoy the sound, and rhythm or rhyme of the text. The text being read is written originally to offer enjoyment. For example read narrative texts.

3. The Phases of Reading

According to Williams (1999: 37-39) there are three main phases needed to be followed in reading activity, namely:

a. Pre-reading

This phase is aimed to introduce and arouse learners’ involvement, interest, and motivation in the topic. In this phase, teachers present activities that activate and build up background knowledge, while at the same time helping with vocabulary development, and trying to arouse learners’ interest.

b. Whilst-reading

The main goals of whilst-reading phase are strategy and skill practice, and linguistic development, as well as helping learners to understand the writer’s purpose, and the text structure and context. Some activities like answering comprehension question, completing diagrams or maps, making lists and taking notes are whilst-reading type work.
c. Post-reading

This last phase is aimed to consolidate what has been read with learners’ own knowledge, interest, or ideas. To achieve this objective, the teacher should give activities that contribute to the integration of reading with other language skills, for example, listing facts, summarizing, describing or providing information, discussion, et cetera.

4. The Techniques of Reading

Francoise Grellet (1981: 4) mentions the main ways of reading as follow:

a. Skimming

Skimming is quickly running one’s eyes over a text to get the gist of it. Skimming is used to gather information quickly. According to Williams, the purpose of skimming is simply to see what a text is about (1999:96). The reader skims in order to satisfy a very general curiosity about a text. It also helps the reader to recognize their thought and specify what information they can get from a book, so that their subsequent reading is more efficient. For example, reading a newspaper (quickly to get general news of the day), business and travel brochures (quickly to get the information).

b. Scanning

Scanning is quickly going through a text to find a particular piece of information. Scanning occurs when a reader goes through a text very quickly in order to find a particular point of information (Williams, 1999:}
100). For example, a conference guide, airplane schedule. Scanning involves these steps:

1) Determine what key word to look for
2) Look quickly through the text for those words
3) When you find each word, read the sentence around it to see if they provide the information being sought.
4) If they do, not read further. If they do not continue scanning.

c. Extensive reading

Extensive reading is reading longer texts, usually for one’s own pleasure. This is a fluency activity, mainly involving global understanding. The text is always to be read for comprehension of main ideas, not for every detail word. For example, reading business books.

d. Intensive reading

Intensive reading is reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail. In this way, each text is read carefully and thoroughly for maximum comprehension. For example, a contract, a book keeping report.

5. **Kinds of Reading Comprehension Skill**

Kennedy states that there are three kinds of reading comprehension skill. They are literal comprehension, inferential comprehension, and evaluative comprehension (1981: 199). The explanation of these three kinds of reading comprehension is as follow:
a. Literal comprehension

It means reading to understand, remember or recall the information explicitly, contained in a passage such as identifying explicitly stated main ideas, details, sequence, cause-effect relationship, and patterns.

b. Inferential comprehension

It means reading in order to find information, which is not explicitly stated in passage. The readers use his experience and intuition. This activity includes inferring main ideas, details, comparison, cause-effect relationship which is not explicitly stated, drawing conclusions, or generalizations form a text, predicting outcome.

c. Evaluative comprehension

It means reading in order to compare information in a passage with the reader’s own knowledge and values; for examples, distinguishing between facts and opinions, reacting to a text’s content, characters, and use of language.

From the theories above, it can be concluded that comprehending the text means: (1) gain the main ideas of the text, (2) find the explicit and implicit detail information of the text, (3) identify the contextual reference from the text, and (4) analyze the language used in the text.

B. Narrative text

There are some approaches in teaching reading; one of them is genre based approach. According to Hartono (2005:4) the term “genre” is used to refer
to particular text-types, not to traditional varieties of literature. It means that genre is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purposes.

Based on the communicative purpose, Pardiyono (2007:93-98) classifies the text into eleven types, they are; description, recount, narration, procedure, explanation, discussion, exposition, news item, report, anecdote, and review. However in this study, the text will be focused on the narrative text.

Considering the social function, generic structure, and language features of narrative text, narrative text can be defined as a text which tells about past activities or event which concerns on the problematic experience and resolution in order to amuse and even give the moral messages to the reader. The explanation about social function, generic structure, and language features of narrative text is as follow:

1. **Social function**

   The social function of a text is quite similar with the purpose of the text. Related to narrative text, the social function is to amuse, entertain and to deal with actual or various experience in different ways.

2. **Generic structure**

   The generic structure of narrative text consists of three part, those are orientation, complication, resolution, and sometimes completed by coda. The further explanation about these parts of narrative text is as follow:
a. Orientation

Orientation is the introduction of the text. It includes what is inside the text, what the text talks in general, who involves in the text, when and where it happen.

b. Complication

In complication, the text talks about what happens with the participants. It explores the conflict among the participants. Complication is the main element of narrative. Without complication, the text is not narrative. The conflict can be shown as natural, social or psychological conflict.

c. Resolution

Resolution is the end of narrative text. This is the phase where the participants solve the problem aroused by the conflict. It is not matter whether the participants succeed or fail. The point is the conflict becomes ended.

3. Language features

According to Hartono (2005:7), the language features used in narrative text are:

a. Focus on specific participants
b. Use of past tense
c. Use of temporal conjunction
d. Use of material (or action) processes
C. Video as Media in Teaching

1. Media

   a. The Definition of Media

      Etymologically, the word “media” comes from Latin language “medius”. Literally, it means mediator or companion. Media is the messages mediator or companion from the sender to the receiver (Arsyad, 2005:3)

      Association for education and communication technology (AECT) in Sadiman (2002:6) defines media as all forms and lines which are used by people to convey information. According to Gagne, media is many kinds of components in students’ environment that can stimulate them to study (Sadiman dkk, 2002:6).

      Based on those definitions above, it can be concluded that media are all things that can be used to deliver the message from sender to receiver so it can stimulate the mind, feeling, attention, and students’ interest in order to attain the teaching and learning process.

   b. Kinds of Media

      Media can be classified into three categories: visual, audio, and audio visual. (http://edu-articles.com)

      1) Visual media

         There are two kinds of visual media; those are unprojected media and projected media.
a) Unprojected media

Unprojected media can be divided into:

(1) Realia or real thing. The object must not be presented in class, but students should be able to see and observe them. For example the students observe the ecosystem, plant, the diversity of living thing, et cetera. This media is able to give real experiences to the students.

(2) Model. Model is the imitation of real thing presented in three dimension form as substitution of the real thing. This media helps the teacher to present the object that cannot be brought into the class, for example digestion system, respiration system, excretion system, et cetera.

(3) Graphic. The functions of graphic are to catch the students’ attention, clarify the lesson, and illustrate the fact or forgettable concept. There are many kinds of graphic, such as picture, sketch, scheme, chart, and graph.

b) Projected media

There are two types of projected media:

(1) Transparency of OHP. This is stated as the real media because the teacher must not change the lay out of the class and still able to face the students. Transparency media includes software (OHT) and hardware (OHP).
(2) Bordered film or slide. This is a transparent film that usually has measurement of 35mms and border 2x2 inches. The use of this media is the same as OHP, but the visualization of this media is better than OHP.

2) Audio media

   There are two kinds of audio media that are commonly used:
   a) Radio. Radio is electronic tool that can be used to listen to the news, new important events, life problems, et cetera.
   b) Audio cassette. This tool is cheaper than the other because the supplying and the treatment cost are relatively cheap.

3) Audio visual media

   There are many kinds of audio visual tool:
   a) Video. This is one kind of audio visual media, besides film. In learning process, this tool is usually presented in the form of VCD.
   b) Computer. This tool has all the benefit of the other media. Computer is able to show text, picture, sound and picture, and can also be used interactively. Even, computer can be connected to internet to browse the unlimited learning sources.

c. The Characteristics of Education Media

   Gerlach and Ely in Arsyad (2005: 12-14) propose three characteristics of education media; those are fixative property, manipulative property, and distributive property.
1) Fixative property

This characteristic explains the ability of media to record, save, continue, and reconstruct an event or object. The event or object can be put in the right order and rearranged using media such as photograph, video tape, audio tape, computer disc, and film. By this characteristic, an event that just once in a life time can be perpetuated and rearranged for education.

2) Manipulative property

This characteristic enables an event to be transformed, so the event that needs long time can be shorted in order to be showed in class, for example the process of metamorphosis, the record of motion in sport class, the plant treatment, et cetera.

3) Distributive property

This kind of characteristics enables an object or event to be transported through space and be served together in a number of students, in which each other get the same experiences. Once information was recorded, it can be reproduced for many times and be used together in many different places.

d. The Importance of Media in Teaching

The importance of media can be seen from its roles and functions in education. As stated by Prawiradilaga and Siregar, media have two main roles, those are: media as AVA (audio visual aids) so it can give the students concrete experiences and media as communication so it can
connect the students as receivers with the material in order that it can be received well (2004: 6).

In the next pages, Prawiradilaga and Siregar (2004: 8-13) explain the detail functions of media are:

1) Give the knowledge about the learning goals
2) Motivate the students
3) Present the information
4) Stimulate the discussion
5) Lead the students’ activities
6) Do the exercises and quizzes
7) Strength the learning process
8) Give the simulation experiences

Meanwhile, Encyclopedia of Educational Research in Arsyad (2005: 25) elaborates the functions of media in teaching as follow:

1) Put on the concrete basics to think, so it decreases the verbalism
2) Improve the students’ attention
3) Put on the important basics for the development of study, so it makes the lesson more steady
4) Give real experiences for the students so they can effort by them self
5) Emerge the regular and continued thinking, especially about life pictures
6) Help the emerge of understanding that can help the students’ language development
7) Give experiences that cannot be achieved by the other way and give the efficiency and variety in the way of study

Besides, Nugraha adds the importance of media (http://yudinugraha.co.cc), such as:

1) The presentation of the material becomes more standard.
2) The arrangement of the media that is structured and planned well helps the teacher teaches in the same quality and quantity for all classes.
3) The learning process is more interesting and interacting.
4) The students are more active.
5) It is efficient in using time.
6) The learning quality of the students can be improved.
7) Et cetera.

**e. The Ways in Choosing Media in Teaching**

Sudirman (1991) in Nugraha (http://yudinugraha.co.cc) proposes three principles of choosing media in teaching as follow:

1) The goal of choosing media. The choosing of the media that will be used should be based on the goal of its choosing.
2) The characteristic of media. Each media has its own characteristic so it should be adjusted with the material.
3) Alternative choices. Choosing media is the process of making decision and many of alternative choices.
Besides the principles above, according to Aristo, the factors that should be taken into account in choosing media are (http://aristorahadi.wordpress.com):

1) Objectivity. A teacher should be objective. It means that a teacher cannot choose the media based on his own.
2) Learning program. The media that will be used should be suited with the level of the students.
3) Technical quality. Technically, the media used should be checked whether it is filling the requirement or not.
4) The effectiveness. Are the media can help the students achieve the learning goal?
5) Time. How long time is needed to prepare and present this media?
6) Cost. The cost that should be paid to present this media must be adjusted with the budget.
7) Availability. The easiness of finding this media should be considered too. If the media we look for are not available, we can substitute it with other media that are suitable.

2. Narrative Video

a. The Definition of Narrative Video

Video is one of media used to convey the learning’s message. In Oxford Learner’s Dictionary, video is defined as type of magnetic tape used for recording moving pictures and sound (1995: 1327). It means that video has two elements, those are audio and visual. The audio enables the
students to receive the message using their hearing and the visual enables
the students to receive the message using their eyesight.

According to Sadiman (2002: 76), the message presented in the
video can be a fact or fictitious, can be informative, educative, or
instructive. It is informative, it means that much information from many
experts in this world can be recorded in video tape, so it can be received by
the students everywhere they are. Video is also educative and instructive;
it means that the message of the video can give concrete experiences to the
students, so they can apply it in their daily life.

Related to narrative, narrative can be defined based on its social
function, generic structure, and language feature as a text which says the
past activities or event which concerns on the problematic experience and
resolution in order to amuse and even give the moral messages to the
reader.

Considering the definition above, narrative video can be describe
as a certain kind of magnetic tape used for recording moving pictures and
sound about past activities or event which concerns on the problematic
experience and resolution in order to amuse and even give the moral
messages to the reader.

b. The Benefit of Using Narrative Video in Teaching

Generally, the benefit of using narrative video in teaching is quite
the same as the benefit of using other videos in teaching. According to
Sadiman dkk, (2002:76-77) video has some benefits, those are:
1) It can catch the students’ attention easily.

2) Much information from many experts in this world can be recorded in video tape, so it can be received by the students everywhere they are.

3) The difficult demonstration can be prepared before, so the teacher is able to concern on his presentation.

4) It is more efficient in using time.

5) It can present dangerous object that cannot be brought into the class.

6) The volume can be adjusted.

7) The picture can be frozen so it can be inserted the teacher’s comment.

8) The light of the room does not need to be turn off.

c. The Purposes of the Use of Narrative Video in Teaching

Anderson (1994: 104-105) proposes some purposes of the use of video in teaching. These purposes are divided into three aspect, for cognitive aspect, for psychomotor aspect, and for affective aspect. These purposes are the same with the purposes of narrative video in teaching, those are:

1) For cognitive aspect
   
a) Develop the recall and motion skill. For example, the observation about relative speed and a moving object.

   b) Able to show a series of motionless pictures, without sound, as photo or bordered film

   c) Able to give knowledge about certain laws and principles
d) Able to show the right way in having attitude in a performance, especially about the students’ interaction

2) For psychomotor aspect
   a) Able to show the skill about motion well because it can speed up or down so the motion can be observed clearly.
   b) The students get the feedback directly and visually about a motion so they can repair their motion well.

3) For affective aspect
   Video can be a good media to influence the attitude and emotion. For example, play a short story that is suitable with the topic.

D. Students’ Motivation

Motivation is one of the factors that supports the students’ comprehension. Motivation leads the students to join the lesson enthusiastically. Elliot and friends (2000: 332) states that motivation is an internal state that arouses us to action, pushes us in particular directions, and keeps us engaged in certain activities.

Motivation has an important role in the students’ success. Brown (1994: 33) says that if the learners are motivated, they will learn and if not they won’t. Because of that, a teacher must be able to encourage the students’ motivation, for example by using interesting techniques or media.

Motivation is a factor which encourages person to do something by a certain way. Elliot, et al. (2000: 332) says that motivation is an important
psychological construct that affects learning and performance in at least four ways:

a. Motivation increases an individual’s energy and activity level. It influences the extent to which an individual is likely to engage in a certain activity intensively or halfheartedly.

b. Motivation directs an individual toward certain goals. Motivation affects choices people make and the results they find rewarding.

c. Motivation promotes initiation of certain activities and persistence in those activities. It increases the livelihood that people will begin something on their own, persist in the face of difficulty, and resume a task after a temporary interruption.

d. Motivation affects the learning strategies and cognitive processes an individual employ. It increases the livelihood that people will pay attention to something, study and practices it, and tries to learn it in meaningful fashion. It also increases the likelihood that they will seek help when they encounter difficulty.

Elliot and friends (1999: 332) divides motivation into two. They are intrinsic motivation and extrinsic motivation.

a. Intrinsic motivation means desire of students themselves to learn in order to achieve specific objectives. The students themselves demonstrate the desire to learn without the need for external inducements.
b. Extrinsic motivation is motivation which is influenced by external inducements. Marks, prizes, and other tangible rewards are used to motivate the students.

E. Rationale

Based on the explanation above, teaching narrative reading using narrative video means the teacher uses narrative video in the class to teach reading that focuses on narrative text. The video contributes as the media to help the teacher convey the material easily. It is expected that the material can be received by the students easily too. In this case, the use of narrative video in teaching narrative reading has expectation to improve the students’ reading comprehension on narrative text. This improvement can be determined from the students understanding about the content of the text and the language used in the text.

The use of video can catch the students’ attention, so it is expected that they feel more interested in learning the material. Besides, the use of video in reading can give the students visualization about the text, so they are able to understand the idea of the text. If they do, they will be able to analyze the text easily. Because of that, the video being used should be appropriate with the topic being taught.

This research is focused on reading narrative text so the video used in teaching learning process is narrative video. In the implementation of teaching narrative reading using narrative video, narrative video can be used as pre-reading or whilst-reading. In pre-reading, it used to give the imagination about the topic
that will be discussed and lead the students to the topic. It can also be used to relate the topic today with the previous. In whilst-reading, narrative video is used as the material to be discussed. The students watch the video while they read the text. It is used to deepen the students’ comprehension about the text. The video can be paused when the teacher wants to give comments about the important points in the video.

F. Hypothesis

Based on the explanation above, the researcher believes that narrative video can be used in teaching and learning process to improve the students’ reading comprehension on narrative text. The use of narrative video in teaching reading will encourage the students’ motivation in reading so they will master the narrative text easily.
CHAPTER III
RESEARCH METHODOLOGY

A. The Setting and the Time of the Research

This research was carried out in SMA Negeri Banyumas. This school is located on Jl. Pramuka 13, Sudagaran, Banyumas. This school was first established in 1973 as Sekolah Menengah Pembangunan Persiapan (SMPP) based on the decree of Education and Culture Minister of Indonesian Republic number: 0236/0/1973 on December 18th, 1973. Twelve years later, based on the decree of Education and Culture Minister of Indonesian Republic number: 0353/0/1985 on August 1985, the name of Sekolah Menengah Pembangunan Persiapan (SMPP) was changed into Sekolah Menengah Umum Tingkat Atas (SMA). In 1997, the name Sekolah Menengah Umum Tingkat Atas (SMA) was changed into Sekolah Menengah Umum (SMU) based on the decree of Education and Culture Minister of Indonesian Republic number: 035/0/1997 on March 7th, 1997.

Nowadays, SMA Negeri Banyumas is decided as the Developing International School (RSBI). To realize it, recently SMA Negeri Banyumas is preparing all sides from physic to non physic to support this program. One of the efforts is the addition of wireless connection.

The facilities of this school are complete enough. There are 22 classrooms consist of 8 classes for 10th grades, 7 classes for 11th grades, and 7 classes for 12th grades. Each class consists of 36 students. Besides, there are headmaster’s room, administrators’ room, teachers’ room, physic laboratory,
chemistry laboratory, biology laboratory, language laboratory, social science laboratory, computer laboratory, multimedia laboratory, audio/video laboratory, skills room, library, curriculum room, BP/BK, health room, attendant room, cooperation room, mosque, OSIS room, boy scout’s room, Islamism’s room, nature lovers room, kitchen, warehouse, parking areas, garden, and toilets. This school has some fields, such as football field, basketball field, and volley field.

The researcher conducted the research in this school for about a month. It started on February 15th, 2010 and finished on March 19th, 2010. The researcher adjusted the research schedule with the lesson schedule of this school.

B. The Subject of the Research

The subjects of this research are the tenth-year students of SMA Negeri Banyumas. Here, the researcher focuses on X-G. Just like the other classes, X-G consists of 36 students including 15 boys and 21 girls. Because the LCD (Liquid Chrystal Display) of this class have not been able to be used yet, the researcher used AVI (Audio Visual) room in this research.

AVI room is a special room for teachers who want to use audio visual media in their teaching. This room is located between computer laboratory room and counseling room. It is facilitated with LCD, a set of computer, and two AC (Air Condition).
C. Method of the Research

The method used in this research is action research. Ebbut (1983) in Hopkins defines action research as follow:

Action Research is about the systematic study of attempts to improve educational practice by groups of participants by means of their own practical actions and by means of their own reflection upon the effects of those actions (1985: 32).

It means that action research is a reflection about the teaching practice. It is done by groups of participants. The goal of this research is to improve the educational practice.

In line with Ebbut, Carr and Kemmis (1986) in Burns (1999: 30) state that Action Research is a self-reflection done by participants to judge their own practices in order to improve it. Here, the participants are not only judge their practices, but also understanding it and the situation in which their practices are carried out.

Another expert, Burns (1994) in Burns (1999: 30) says that action research is:

“...the application of fact finding to practical problem solving in a social situation with a view to improving the quality of action within it, involving the collaboration and co-operation of researchers, practitioners, and laymen.”

The definition above means that action research is a problem solving action. The problem comes from fact found in the recently practices. It is solved by giving solution action. This research involves the collaboration and co-operation of researcher, practitioners, and laymen.

According to Zuber-Skerritt (1996:14), there are two main points on action research, those are:
1. The process involves reflection, i.e. the development of understanding.

2. The process involves changes in practice, as indicated by the term 'professional development.

Kemmis and McTaggart in Nunan (1992: 17) also state that there are three characteristics of the action research. First, the action research is carried out by the practitioners rather than outside researchers. Second, the kind of action research is collaborative. Third, the action research is aimed at changing condition.

In conclusion, it can be summarized that action research is a systematic self-reflective study undertaken by the researcher that involves the collaboration and cooperation of the researcher, participants, and layman. This study is aimed to overcome the education problems or make a change related to the education problems for improvement.

In this study, the classroom action research that is conducted is an attempt to improve the students’ reading comprehension on narrative text using narrative video. This classroom action research is going to be carried out through the collaboration of the researcher and the teacher.

D. The Model of the Research

Action research in this classroom action research uses the model developed by Kemmis and McTaggart in Burns (1999: 32). There are four steps in action research: planning, action, observation, and reflection. In the implication of action research, those steps make a spiral. It is means that when we do one step,
we can comeback to previous step to see what we are already done or we can start
the new cycle not from beginning. These steps can be illustrated as follows:

Steps of action research (http://education.qld.gov.au)

The steps above are the fundamental steps in a spiraling process through
which participants in an action research group undertake to:

a. Develop a plan of critically informed action to improve what is already
   happening.

b. Act to implement the plan.

c. Observe the effects of the critically informed action in the context in
   which it occurs.

d. Reflect on these effects as the basis for further planning, subsequent
   critically informed action and so on, through a succession of stages.
E. The Procedures of The Research

Furchan (1982: 46) proposes that the procedures of research are identifying the problem, analyze the problem, choose the research strategy and its instrument, collect and analyze the data, and report the research result. But, based on the model of research above, the procedures is composed of cycles, in which each of cycle consists of four steps, those are planning, implementing, observing, and reflecting the action. This steps completed by revising of the action. The procedures of action research in this research are the combination of both theories, as follows:

1. Identifying problem

The problems are identified first before planning the action. In this research, the problems deal with students’ reading comprehension: how the students’ reading comprehension is and why it could be. In identifying the problems, the researcher uses test, observation and interview.

a. Using test

The researcher gives reading test to know the students’ competence in comprehending the texts.

b. Observation

The researcher makes an observation to the teaching learning process to know the students’ attitude toward English lesson.

c. Interview

The researcher makes an interview to the teacher and the students to know the problems that they face during the teaching learning process.
d. Questionnaire

The researcher gives questionnaire to the students to know the students’ opinion about their recent English lesson and what problem they face.

2. Planning the action

This step deals with the planning of action for overcoming the students’ problems in reading. Based on the result of identifying the problem the researcher decides to apply narrative video in teaching reading that focuses on narrative text. Before implementing the plan, the researcher prepares everything needed in the research as follows:

a. Finding the available time for the implementation
b. Preparing materials for the teaching
c. Making lesson plan
d. Preparing students’ worksheets
e. Preparing teaching aids (narrative video)
f. Preparing test

3. Implementing the action

The researcher implements the teaching learning activity using narrative video to teach reading.

4. Observing the action

The researcher observes all activities in teaching learning process while she is teaching. In this step, the researcher is going to be helped by the teacher. The teacher notes events happening in the teaching learning process.
5. **Reflecting the action**

The researcher makes an evaluation towards what she has observed to find the weakness of the teaching activity having been carried out. The weakness can be seen from whether the students active or passive during the teaching learning process and whether their scores after pre and post-test are increase or decrease. If their scores are increase, it means that the researcher can continue the next cycle with same action. But, if their scores decrease it means that the researcher must revise the action with some advances as needed. The evaluation is written down as field notes.

6. **Revising the plan**

Based on the evaluation, the researcher revises the plan for the next cycle as needed. The classroom action research will take one or more cycles until the goal of the research can be reached. This below is the table of procedures of action research.

---

**F. Technique of Collecting Data**

This research concerns on improving students’ reading comprehension on narrative text using narrative video. The researcher needs many data to be analyzed. The data are collected using two questionnaires, one before the actions to gain background information, and one after the actions to see how effective the actions were. Data are also collected by interviewing the students and by observing students’ attitude during the technique implementations. Pre and post-tests are used at the beginning and end of each of cycles and the marks are
recorded. This gives a more formal indicator of students' understanding of the material given.

1. Questionnaires

Questionnaires are a set of questions deal with one topic or a set of related topics that should be answered by the subject (Kartono, 1996: 217). It involves predetermined questions presented in written form and thus assumed as adequate literacy skills on the part of those surveyed. Questionnaires have the advantages of being easier and less time consuming and the responses of larger numbers of informants can be gathered.

In this research, the researcher gives two questionnaires to students. The first questionnaire is used at the beginning of the research and the second questionnaire is used at the end of the project. The first questionnaire is designed to obtain a snapshot of the student's background, so the researcher can prepare the appropriate lesson plan based on their problems. The second questionnaire is designed to get the students’ opinion about the teaching method implemented during the research.

2. Observations

Observation is an activity in which the researcher takes regular and conscious notice of classroom actions and occurrences which are particularly relevant to the issues or topics being investigated. It also refers to using procedures that ensure that the information collected provides a sound basis for answering research questions and supporting the interpretations that are reached (Burns, 1999: 80).
According to Hopkins (1985: 85), there are four approaches in observation, those are:

a. Peer observation. It refers to the observation of one’s teaching by another (usually a friendly colleague).

b. Clinical supervision. It is a more structured form of peer observation that focuses on a teacher’s instructional performance utilizing a three-phase approach to the observation of teaching event, those are planning conference, classroom observation, and a feedback conference.

c. Structured observation. This is the observation about how the observer gathered information about another’s teaching.

d. Interaction schedule. This is the observation in which the researcher uses the other’s coding scale previously invented that fits their purpose.

This research uses peer observation approach. The collaborator of the researcher is the teacher. So, while the researcher implements her teaching method, the teacher observed the teaching and learning process by filling the observation sheet or making field notes. Besides, the researcher also takes some photographs to document the teaching learning process as reflection data.

3. Interviews

Interviews are a conversation or oral asking and answering activity between two persons or more who physically sit face to face and lead to a specific problem (Kartono, 1996: 187). Interviews are a popular and widely used means of collecting qualitative data. It can be conducted through a
variety of participant combinations: teacher to teacher (s), teacher to learner (s), learner to learner (s), researcher to teacher (s), teacher to researcher (s), and researcher to student (s) (Burns, 1999: 118).

Interviews can be characterized in terms of their degree of formality, and most can be placed on a continuum ranging from unstructured through semi-structured to structured interview. An unstructured interview is guided by the responses of the interviewee rather than the agenda of the researcher. In a semi-structured interview, the interviewer has a general idea of where he or she wants the interview to go, and what should come out of it, but does not enter the interview with a list of predetermined questions. In the most formal type, the structured interview, the agenda is totally predetermined by the researcher, who works through a list of set questions in a predetermined order (Nunan, 1992: 149).

Hopkins (1985: 67) proposes three uses of interview, those are:

a. To focus on a specific aspect of teaching or classroom life in detail.

b. Teacher/pupil classroom discussion can provide general diagnostic information.

c. To improve classroom climate.

4. Test

Beside the non-test data above, researcher also uses test data, which are conducted by giving pre-test before the research begins and post-test in the end of the research. Written test of reading comprehension (pre-test and post-test) is used to know the students’ ability to comprehend the text.
According to Zainul and Nasoetion, Test is a set of questions that is planned to achieve information about education or psychology in which each question has one correct answer (1997: 3). Meanwhile, Brown (1994: 252) defines test as a method of measuring a person’s ability or knowledge in a given area. So, test is one of ways in collecting data by giving a set of questions in which each question has one correct answer to measure a person’s ability or knowledge.

G. Technique of Analyzing data

Data analysis is the point where statements or assertions about what the research shows are produced. Data analysis in Action Research involves moving away from the action components of the cycle, where the main focus is on planning and acting, to the research aspects, where the focus changes to more systematic observing and reflecting (Burns, 1999: 153).

In analyzing the data of this research, the researcher uses the processes of analyzing data that explains by Burns (1999: 156):

1. Assembling the data. Here, the researcher assembles the data that have collected over the period of the research: field notes, questionnaires, interviews, and test.

2. Coding the data. Coding is a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes, or types.
3. Comparing the data. After coding the data, the data are compared to see whether themes or patterns are repeated or developed across different data gathering techniques.

4. Building interpretations. This is the point where the researcher moves beyond describing, categorizing, coding, and comparing to make some sense of the meaning of the data.

5. Reporting the outcomes. This last step involves presenting an account of the research for others.

In analyzing the test data, the researcher compares the mean of pre-test and post-test 1 scores after the first cycle. The scores of post-test 1 is the pre-test scores for the next cycle, so the analysis for this cycle is comparing the mean of post-test 1 and post-test 2 scores. The formulation of mean is:

\[
\bar{X} = \frac{\sum X}{N}
\]

- \(\bar{X}\) = mean scores
- \(\sum X\) = the sum of all scores
- \(N\) = the number of students

To prove whether there is significant differences between pre-test and post-test 1, post-test 1 and post-test 2, and so on, the researcher uses t-test formulation, in which the formulation is:

\[
t = \frac{D}{\sqrt{\frac{\sum D^2}{N-1}}}
\]

- \(t\) = the value for non-independent means
- \(D\) = the differences between the paired scores
- = the mean of the differences
- \(D^2\) = the sum of the squared differences
- = the number of the students
CHAPTER IV
THE RESULT OF THE RESEARCH

A. Introduction

This research is about improving students’ reading comprehension on narrative text using narrative video. Researcher conducted this research in class X-G of SMA Negeri Banyumas on February 15th, 2010 until March 20th, 2010. The actions of this research were done in AVI (Audio Visual) room, because the LCD (Liquid Crystal Display) of X-G has been unready yet. During the actions, the researcher was helped by Mrs. Kr as the collaborator. The aims of this research are to improve the students’ comprehension on narrative text and to describe what happen in the class when narrative video is used to teach narrative reading. This chapter describes and discusses the data collected from the research.

B. Research Finding

1. Identifying Problem

Before the researcher conducted this research, she had identified the problems faced by the students and the teacher in teaching and learning process. In identifying the problems, the researcher collected the data in four ways; those are questionnaire, interview, observation, and test. This section describes the results of the data collected. These results led the researcher to continue the next step that is planning the action. Following is the table of pre-research schedule.
Table 1. The Schedule of Pre-research

<table>
<thead>
<tr>
<th>No.</th>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Observation</td>
<td>Monday, February 15&lt;sup&gt;th&lt;/sup&gt;, 2010</td>
</tr>
<tr>
<td>2.</td>
<td>Interview the English teacher</td>
<td>Monday, February 15&lt;sup&gt;th&lt;/sup&gt;, 2010</td>
</tr>
<tr>
<td>3.</td>
<td>Pre-test</td>
<td>Wednesday, February 17&lt;sup&gt;th&lt;/sup&gt;, 2010</td>
</tr>
<tr>
<td>4.</td>
<td>Giving questionnaire</td>
<td>Wednesday, February 17&lt;sup&gt;th&lt;/sup&gt;, 2010</td>
</tr>
<tr>
<td>5.</td>
<td>Interview the students</td>
<td>Thursday, February 18&lt;sup&gt;th&lt;/sup&gt;, 2010</td>
</tr>
</tbody>
</table>

a. Observation

Based on the pre-observation result, the researcher found some problems. The students problems could be divided into two categories, those are:

1) Students’ reading comprehension. The students’ reading comprehension was still low. They had difficulties in understanding the characteristics of the text, such as understanding the social function, generic structure, and language feature of the text.

2) Students’ motivation. The students’ motivation in learning English, especially reading, was also low. Some students were passive. Sometimes, they leaned over their head on the table and were looked bored.

The problems above were caused by some factors. The low of the students’ reading skill was caused by the students’ motivation that was low. The low of the students’ motivation was caused by the teacher’s teaching technique that made the students were not able to understand the
material presented easily. So far, the teacher taught using conventional way. She taught in class by explaining the material and doing the exercises on the handbook. This made the students feel bored. The students’ low motivation was also caused by the material given was uninterested. The students were uninterested to read if the text given was too long and full of difficult vocabularies. If the teacher was able to present the material in an interesting way, whatever the material given for them, the students would be motivated to learn.

b. Interview

The researcher conducted the interview twice. First, the researcher interviewed the English teacher and, second, the researcher interviewed the students.

Based on the interview with the teacher, Mrs. Kr, the researcher concluded that the teacher still had difficulties in teaching English. Sometimes, she had difficulties in catching the students’ attention when they had been bored. She also had difficulties in finding references of interesting teaching material, so she just used the handbook. Especially in reading, the difficulty was about understanding the characteristics of the text and understanding the text message.

Based on the interview with the students, YB, DK, LF, FF, and NR, the researcher concluded that the students prefer to study in relax situation and not monotonous. They are very interested if their lesson was presented using videos, songs, games or et cetera. This is because they
usually spend their lesson by staying in class and finishing the tasks on the handbook. Related to reading, their main problems are in vocabulary and their reluctance to read a long text. Sometimes, the delivery of its materials is not interesting, so they feel that English is difficult.

c. Test

In the pre-test, the researcher played three videos. Each video was for five numbers. The researcher gave 15 minutes for the students to watch each video and answer five questions.

Based on the result of the pre-test, researcher concluded that the students’ reading comprehension on narrative text was still low. They had difficulties in understanding the characteristics of the text, those are:

1) Social function. In analyzing the social function of the text, some students have difficulties in finding main idea and understanding the purpose of the text.

2) Generic structure. In analyzing the generic structure, the students have difficulties in getting the detail information of the text, either it is explicit or implicit. They also have difficulties in determining the parts of the text, especially complication.

3) Language features. In analyzing the language features, the students have difficulties in understanding the vocabulary, understanding the tenses used, and finding references.
d. Questionnaire

After giving pre-test, the researcher distributed questionnaires to the students. Questionnaire is used to prove the general assumptions about the teaching learning process in SMAN Banyumas, especially in English lesson.

Based on the analyzing of the questionnaire result, the researcher concluded that the students had many problems in learning English. Based on the result of the questionnaire, the researcher listed some problems, those are:

1) Students are passive participants in class, students have difficulties in understanding English text, most students have difficulties in vocabulary, in pronunciation, and in understanding the characteristics of the text.

2) Students often feel bored when they read a long and full of unknown vocabularies text.

3) The teacher rarely uses various method and media in teaching.

6. Cycle One

a. Planning the Action

Based on the problems identified above, the researcher found some facts about the implementation of English lesson in SMA Negeri Banyumas. In reading an English text, the students have difficulties in comprehending the text. The teacher teaches them in conventional ways, such as explaining and doing the tasks on the handbook. So, they often feel
bored, especially when the activity is reading a long and full of unknown words text.

Considering the facts stated above, the researcher planned to improve the students’ reading ability using video. The researcher focuses her research on reading narrative texts, so the videos that would be used are narrative videos. It is expected that by using this technique the students would enjoy the reading activity and be able to comprehend the texts easily.

To realize her plan, the researcher prepared lesson plans and post test. Because of the limitation of the time given by the school, the researcher only prepared two lesson plans. Narrative had ever been taught in the first semester. In the second semester, the narrative teaching was focused to deepen the students’ understanding about narrative text. So, the researcher believed that two meetings were enough to improve the students’ reading comprehension on narrative text.

Each lesson plan that made by the researcher was for one meeting and each meeting was 90 minutes. The topic discussed by the researcher was narrative. In the first lesson plan, the researcher discussed about “Cinderella” and in the second lesson plan, the researcher discussed about “The Shoemaker and the Elves”. The researcher also prepared the videos that are appropriate to the topic discussed in the lesson plans and the texts tested in the post test. The researcher planned to use these videos in her technique’s implementation.
b. Implementing the Action

As explained in the planning of the action above, the first cycle consisted of two meetings and one test. Following are the schedule of first cycle implementation.

Table 2. The Schedule of the First Cycle.

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Date</th>
<th>Teacher</th>
<th>Observer</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>22-2-2010</td>
<td>TP</td>
<td>Mrs. Kr</td>
<td>Cinderella, time conjunction, past tense</td>
</tr>
<tr>
<td>II</td>
<td>24-2-2010</td>
<td>TP</td>
<td>Mrs. Kr</td>
<td>Shoemaker and the Elves, material process</td>
</tr>
<tr>
<td>Post-test 1</td>
<td>1-3-2010</td>
<td>TP</td>
<td>-</td>
<td>Narrative</td>
</tr>
</tbody>
</table>

1) First meeting

The researcher conducted the first meeting in AVI room on Monday, February 22, 2010. Here, the researcher was helped by Mrs. Kr as the observer. This first meeting started at 08.00 WIB until 09.45 WIB. Actually, based on the schedule the lesson started on 07.45 WIB, because the teachers had meeting so the lesson was delayed until 08.00 WIB.

a) Pre-reading

The researcher began her lesson by giving greeting to the students and checking their attendant list. She also checked the students’ readiness for the lesson that day. The researcher asked whether the students have ever heard about narrative or not. Most of them replied “Yes!” So, the researcher just explained a glance
about narrative text while checking the students’ understanding about narrative text. She asked the students about what narrative it is and a student replied “cerita Miss!” Then the researcher said “Yes right! Narrative is a story. Today we will discuss about a story, especially a fairy tale.”

Then, the researcher showed some pictures and asked the students to mention who they are. The pictures shown were famous characters of fairy tales, such as Cinderella, Snow White, Beauty and the Beast, and Aladdin. So, the students could guess it easily. This activity was not taken a long time.

After that, the researcher distributed the worksheets and played a video that was discussed that day. The video was about Cinderella story. All the students watched the video seriously. The video has duration about 5 minutes. The researcher played it once to give the overview about the story discussed that day before they read the text.

When the video ended, the researcher showed some words taken from the text and asked the students to find the meaning on the dictionary. Because some students did not bring dictionary, the researcher asked them to guess the meaning based on its context in the text. The researcher chose a student to guess the first word. Then, she asked him to choose his friend to guess the next words. It continued until all the words were guessed.
b) Whilst-Reading

After pre-reading activities, the researcher played the video once more. While watching the video, the students also read the text. The text was the transcript of the video, so the students comprehended the story easier.

Then, the researcher gave some questions about the text to the students. She asked the students to answer the questions orally. For the first question, she asked a student to answer it. Next, this student chose his friend to answer the next questions. Some students answered the questions too long, so the researcher guided them in answering the questions by giving some guiding questions.

After answering the questions, the researcher asked the students to make groups of three. Before the researcher gave the groups job, she had invited the students to analyze the text. She started from its social function, complication, and then resolution. In analyzing the social function, the researcher asked about the students feeling after they had read the text. The students replied “happy!” Then, the researcher explained that the social function of narrative text is to amuse the reader so they feel happy after read the text. In analyzing the complication, the researcher guided the students to make a list of events that happened in the story. In analyzing the resolution, the researcher asked about what happened to the main character in the end of the story.
c) Post-Reading

As the post-reading activity, the researcher asked the students to arrange the list of events that was made before to be a good paragraph by adding some time conjunctions. Before the students started to work, the researcher explained about time conjunction and gave some examples. After that, she gave the students the time about 10 minutes to make a paragraph. After all the groups had finished their work, the researcher asked each group to read their paragraph in front of the class. After each group had read their paragraph, the researcher led the other groups to check the time conjunction used. Sometimes, the researcher corrected their pronunciations because there were still many errors.

As the last activity, the researcher explained about past tense. Before she started to explain, she checked the students understanding about past tense by asking what past tense used for is and what the formula of the past tense is. Then, the researcher gave some example sentences of past tense. After that, the researcher asked the students to change some present sentences into past form. But, because of the time is over the researcher asked the students to do it at home as their homework. Then, she closed her lesson by saying good bye.
2) Second meeting

The second meeting was conducted on Wednesday, February 24, 2010 in AVI room. This time, the lesson started on time. When the bell rang, the researcher went to the AVI room to prepare and the English teacher, Mrs. Kr, went to the class X-G to call the students. That day, Mrs. Kr also helped the researcher as the observer.

a) Pre-reading

On 10.15 WIB, the researcher started the lesson. She opened the lesson by giving greeting and reviewing the last lesson. Because in the last meeting the researcher had given homework to the students, that day she asked some students to write down their homework on the white board to be checked.

After checking the students’ homework, the researcher began to attract the students’ attention to the topic that day. Because the topic was about shoemaker, the researcher asked them about shoes. Firstly, she asked the number of the students’ shoes. One student replied in Indonesia, “Dua, Miss.” The researcher repeated her answer, “Ow, two pairs or one pair?” Then, that students corrected her answer, “Two pairs, Miss”. Next, the researcher asked about the name of branded shoes they have known. There were so many answers from the students, such as Piero, Precise, Nike, Adidas, New Era, Bata, et cetera. The class situation became noisy. The researcher tried to make them calm down and told about how a
hard works to make a shoe, especially in long time ago. The students listened to her carefully, even a student surprised excessively.

After attracting the students’ attention, the researcher told that they would discuss a shoemaker’s life. Before playing the video, she invited the students to check the vocabulary first. The researcher showed two boxes of words. Then, she asked the students to pair the words in box A with its meaning in box B. The researcher gave the first chance to a boy. Then, she asked that boy to choose one of his friends to answer the next words. It continued until all the words paired.

b) Whilst-Reading

After checking the vocabulary, the researcher played the video once. All students paid attention to the video. After the video had ended, the researcher asked some scanning questions such as who the main character is, what happened to the main character, et cetera. Then, she asked them to answer some questions about the text that on their worksheets. While the students did their work, the researcher played the video once more to help them understanding the story deeper. The researcher gave the students 10 minutes to finish their work.

Finally, 10 minutes was over. The researcher asked the students whether they have finished their work or not. Because they
answered “yes”, so the researcher chose some students to read their answer loudly. Then, the researcher guided them to check it together.

In the next activity, the researcher invited the students to analyze the text. First, they analyzed the characters of the text. The researcher asked them to mention each character’s personality. But, she explained about adjective to the students first before they started to work. Second, they analyzed the setting of the story. The students were asked to describe the time, place, and situation of the story. Third, the researcher guided the students to retell the story orally from the beginning until the end.

c) Post-Reading

In post-reading step, the researcher explained about material processes, one of language features of narrative text. After explaining the definition of material processes, the researcher took some example from the text. Because the students seemed still confused, the researcher gave the other examples that were simpler and from their surrounding. Sometimes, she gave the examples by gesture in order to make them get the point easier.

After the students seemed to understand, the researcher asked them to make material processes sentences based on pictures given. The pictures were taken from the video. The researcher also combined this material with past tense that had learned in the last
meeting by asking the students to use past tense in making the sentences.

After they had finished, the researcher chose some of the students to write down their answer in the white board. Then, the researcher invited the other students to check it together.

As the last activity, the researcher asked the students to change the sentences written in the white board into present tense. Then, she chose some students to read their answer orally. Because the time was over, the researcher closed her lesson. Before it, she reminded all the students to come in the next meeting because they would have a test.

3) Post-Test

The post-test was conducted on Monday, March 1, 2010 in AVI room. The researcher took about five minutes for preparing while Mrs. Kr called the students to go to AVI room. After all the students were ready in AVI room, the researcher opened her lesson by giving greeting. Then, she asked two students to help her distribute the worksheets and answer sheets.

After all students had got the worksheets and answer sheets, the researcher began to play the first video. In this post-test, the researcher played three video. Just like the pre-test, the researcher gave ten minutes to do the questions after she had played each video.
c. Observing the Action

When the researcher conducted the research, Mrs. Kr always accompanied her to observe the teaching learning processes. The researcher prepared an observation form to be filled by the observer in each meeting. This observation form was the basic for observing the action.

Based on the observer field notes, the researcher realized that she still had many weaknesses. Although the second meeting was better, there are still some weaknesses that should be fixed in the next cycle. The observer notes are listed in the following table.

Table 3. The Observer’s Comments in Cycle 1

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Activity</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>1) Opening</td>
<td>The researcher should speak louder. It was because the room is large so the students that sat behind could not hear the researcher’s voice.</td>
</tr>
<tr>
<td></td>
<td>2) Pre-reading</td>
<td>The researcher needed to give more pre-activities to attract the students’ attention. For example, asked the students to tell a glance story about the pictures shown.</td>
</tr>
<tr>
<td></td>
<td>3) Whilst-reading</td>
<td>When the researcher gave questions about the text, it was better if the questions began with scanning question. The researcher should always give more time to the students to think and</td>
</tr>
</tbody>
</table>
stimulated them to be active.

<table>
<thead>
<tr>
<th></th>
<th>Pre-reading</th>
<th>Whilst-reading</th>
<th>Post-reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>II</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>When checking the students’ answer, it was better if the students read their answer loudly than wrote it in the white board. It was because the students’ writings were too small so the students who sat behind could not read the answer. When checking the groups’ answer, it was better if the researcher compared it with the other groups’ answer. It made them more active.</td>
<td></td>
</tr>
</tbody>
</table>

In the post-test 1 result, the researcher found that there were some improvements. Those improvements can be seen in the following table.

**Table 4. The Comparison between Pre-test and Post-test 1 Result**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Specific aspect</th>
<th>Pre-test result</th>
<th>Post-test 1 result</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Good</td>
<td>Good, with a bit improvement</td>
</tr>
<tr>
<td>Social Function</td>
<td>– Finding the social purpose</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Finding main idea</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>Generic structure</td>
<td>– Finding detail information</td>
<td>The students’ ability in finding detail information was weak.</td>
<td>The students’ ability in finding detail information improved, but</td>
</tr>
</tbody>
</table>
- Identifying the parts of the text
  The students’ ability in identifying the parts of the text was good enough. However, the students still had difficulties in identifying the complication.

<table>
<thead>
<tr>
<th>Language feature</th>
<th>Vocabulary</th>
<th>Students’ mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Finding reference</td>
<td>The students’ vocabulary mastery was very poor. The students’ ability in finding reference was weak. The students’ understanding about the tenses used in the text was weak.</td>
<td>68,3</td>
</tr>
<tr>
<td>- Understanding the tenses</td>
<td>The students’ vocabulary mastery was still poor. The students’ ability in finding reference improved. The students’ understanding about the tenses used in the text improved.</td>
<td>75,4</td>
</tr>
</tbody>
</table>

was still weak. There was an improvement in the students’ ability to identify the complication. But, this was still less than 50% of all the student number.
d. Reflecting the Action

After analyzing the observation results, the researcher compared the result before and after the actions given to the students. There were some differences here. It included the class situation and the students’ comprehension.

The situation when the researcher implemented the action was more alive. All the students paid attention to the teacher and the material presented. They were active and did not seem bored. They did the tasks given by the teacher seriously and quickly. When the researcher asked them to analyze the orientation, complication, and resolution of the text, they could do it well.

Based on the pre-test and post-test results, the researcher concluded that there were some improvements here. The students’ ability in finding the main idea, finding the detail information, identifying the parts of the text, finding reference, and understanding the tenses used was improved. However, the students’ vocabulary mastery and understanding the complication ability were still weak. The students’ scores in pre-test and post-test were also improved. In the pre-test the mean score was 68.3 and in the post-test the mean score was 75.4. The post-test score had achieved the English standard score of RSBI School that is 75.

However, there were still some weaknesses here. As stated above that the students’ vocabulary mastery and understanding the complication ability were still weak, so the researcher should emphasize
more about this. The researcher also should increase the interaction between the students and the teacher to make the class situation more alive and friendly. So, the students will enjoy in class and were not ashamed or afraid to speak. Besides, the researcher needed to be more patient in waiting the students’ answer, so they do not feel in hurry.

Because the researcher still found some problems in the first cycle, so she needed to conduct the second cycle. The problems in cycle one should be solved. It seemed necessary for her to use the same method but in different way. The researcher should give more time for vocabulary activity and analyzing the complication. She should also lessen the activities but stimulate the students to be more active.

7. **Cycle two**

   a. **Revising the Plan**

      As stated above in reflecting the action, the researcher’s problems were in vocabulary, complication, time to discuss and interaction. To solve these problems, the researcher should revise the previous action and prepare a new plan. The new plan should be able to solve the problems above.

      For the second cycle, the researcher made two lesson plans for two meetings. The topics were the same as the last cycle, that is narrative, but here the researcher used different videos. The first video was entitled “Snow White and the Seven Dwarfs” and the second video was entitled “Clever Son”.
In the second cycle, the researcher planned to more pay attention to the vocabulary used in the text and the complication of the text, and give fewer activities to make the students had more time to discuss. Because the material had been taught in previous cycle, in the second cycle the researcher planned to check the students understanding about the material and the stories’ content. After reading the text and watched the video, the researcher invited the students to analyze the text orally to increase the interaction between the students and the researcher. Then to check the students’ understanding about the story’s content, they were asked to retell the story in interesting way, for example story telling or role play.

b. Implementing the Action

The second cycle also consisted of two meetings and one post-test. In the second cycle, the researcher just focused on reviewing the materials given in the first cycle. The schedule of the second cycle is listed on the following table.

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Date</th>
<th>Teacher</th>
<th>Observer</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>15-3-2010</td>
<td>TP</td>
<td>Mrs. Kr</td>
<td>Snow White, identifying the characteristics of narrative text, retell the story</td>
</tr>
<tr>
<td>II</td>
<td>17-3-2010</td>
<td>TP</td>
<td>Mrs. S</td>
<td>Clever Son, explaining and identifying the</td>
</tr>
</tbody>
</table>
1) First meeting

The first meeting in cycle two was conducted on Monday, March 15\textsuperscript{th} 2010 in AVI room at 07.00 WIB until 08.30 WIB. At that moment, there was something error with the bell, so the lesson started late. Actually, it was started on 07.10 WIB.

a) Pre-reading

After ensuring that there was not Monday’s ceremony, the researcher and the observer came into AVI room. While the researcher prepared the media in that room, the observer went to the X-G’s class to call the students. After all of the students and the researcher herself had been ready, she started the lesson. She opened the lesson by saying greeting and asking the students’ condition. Then, the researcher reviewed the last meeting’s material. She asked the students about narrative.

After that, the researcher began to direct the students’ attention to the topic that day. She showed a picture and asked the students to guest who they are. Most of the students said, “Snow White.” Their answers were correct. Because the students understood about the story, the researcher asked some students to tell a glance about Snow White.
Before the researcher played the video, she had invited the students to check the vocabulary first. The researcher showed some words on the screen and asked the students to guess the meaning of the words by connecting the English words in the left side with the Indonesian words in the right side. The researcher also gave chance for the students to ask the other difficult words from the text. Then, the researcher guided them to spell those words together.

b) Whilst-Reading

After checking the vocabulary, the researcher played the video. All of the students paid attention to the video. After the video was ended, the researcher guided them to analyze the story. First, the researcher asked about the main character and their personality. Second, she asked about the setting of the story. Third, she guided the students to retell the events happening in the story from the beginning until the end.

After all of the students had understood about the story, the researcher gave them some questions about the text. But, before they started answer it; the researcher played the video once more. Then, she gave 10 minutes for the students to do the questions.

When the time given was over, the researcher asked the students whether they had finished or not yet. Some students said “yes.” So, the researcher chose a student to answer the first question. Then, she asked that student to choose her friend to
answer the next question. Sometimes the researcher compared the answer of one student with the other to ensure that all students paid attention to their friends’ answer.

c) Post-Reading

After all questions had been answered, the researcher asked them something. “Do you still want to see the other video? Or you want to sing a song?” And all students replied enthusiastically, “Yes!” So, the researcher said to them that she would play the other video but the students should make groups of four first. After they had made groups of four, the researcher played the video. The video was a song about one part of Snow White story. After she had played the video, she asked the groups to make a short story based on the video. Then, she gave ten minutes for the students to do it.

While the students wrote the story, the researcher helped them in vocabularies. Sometimes she checked the students’ works, and guided them to correct it. Because, there were two groups that had finished their stories, so the researcher asked them to read their stories in front of the class. After they read their stories, the researcher corrected them. Most of their failures were forgetting to start the story using orientation and many errors in their grammar.

Because the bell rang, the researcher closed her lesson. Then, she said thank you and let them to back to their class.
2) Second meeting

Second meeting of second cycle was conducted on Wednesday; March 17\textsuperscript{f}, 2010. The lesson started at 10.50 WIB until 12.00 WIB. That day, the lesson’s duration was cut into 35 minutes per hour because there had been a teachers’ meeting before. On 10.50 WIB the researcher came to the AVI room to prepare.

a) Pre-reading

On 11.00 WIB, after all students had been ready, the researcher opened the lesson by giving greeting. Then, she started to attract the students’ attention to the topic that day. Because the topic that day was about children and their parents so the researcher guided the students’ attention by asking their opinion about their parents.

Before the video was played, the researcher invited them to check the vocabularies first. The researcher showed a words box and some Indonesian words besides it on the screen. She asked the students to find the English words of Indonesian words beside on the box. She suggested them to look for the words on the text. She gave about five minutes for the students to find those words.

After five minutes was over, the researcher chose one of the students to show the first words. She asked her to show the location of that word on the box to make sure that she found that word on the box. Then, she chose the other students.
b) Whilst-Reading

After checking the vocabularies, the researcher played the video. It was about five minutes. Then, she asked the students to answer some questions about the story. The researcher gave ten minutes for the students to finish it. While the students were doing it, the researcher walked around the room to check the students’ job and help them whether they had difficulties.

After all the students finished it, the researcher chose a student to answer the first question. Besides correcting that student’s answer, the researcher also checked the other’s answer by asking their agreement about their friend’s answer. Then, she asked that student to choose one of his friends to answer the next questions. This continued until all the questions were answered.

c) Post-Reading

In the next stages, the researcher invited the students to analyze the text. The researcher tried to check the students’ understanding about social function, orientation, complication, and resolution. The researcher asked them to explain a glance about its definition, and then she asked them to show its place on the text and tell the reasons.

Finally, the researcher asked the students to analyze the language features. The researcher asked the students to mention the main character and its personalities; show the time conjunctions
used; the examples of past tense sentences; and the examples of
material processes used. Because the time was limited, the
researcher asked it orally. The researcher felt satisfied because the
students could do it well.

3) Post-Test

The second post-test was conducted on Friday, March 19th 2010 in AVI room. When preparing the room, the researcher had
problem with the audio. She needed about 20 minutes to fix it. After
the audio were fixed, the researcher opened her lesson by giving
greeting. Then, she asked two students to help her gave worksheets
and answer sheets.

Just like the pre-test and the first post-test, in the second post-
test the researcher played three video and gave five questions for each
video. The researcher gave ten minutes to do the questions after she
had played each video.

c. Observing the Action

In the second cycle, the researcher action was observed by two
observers. In the first meeting of second cycle, the researcher was
observed by Mrs. Kr But in the second meeting, the researcher was
observed by Mr. S because Mrs. Kr had another business. That was the
first time for Mr. S to observe the researcher, so Mr. S was given Mrs.
Kr’s field note in the previous meeting to be the basic of Mr. S
observation in the researcher’s teaching development. Following is the table of the notes from the observers in cycle two.

Table 6. The Observer’s Comments in Cycle 2

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Activity</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>1) Pre-reading</td>
<td>When some students had difficulties in understanding the words’ meaning, it is better if the researcher used those words in sentences and did not distribute the text before all the words answered. Let them understand the meaning of the words used in the text just by seeing the video. When identifying the story, it is better if this activity was done in groups.</td>
</tr>
<tr>
<td></td>
<td>2) Whilst-reading</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>1) Pre-reading</td>
<td>All activities were done well and in good order, but always gives time to the students and do not forget to check other students’ answer.</td>
</tr>
<tr>
<td></td>
<td>2) Whilst-reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) Post-reading</td>
<td></td>
</tr>
</tbody>
</table>

In the second post-test result, the researcher found that the students’ vocabularies were improved. The detail improvements can be seen in the following table.

Table 7. The Comparison between Post-test 1 and Post-test 2 Result

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Specific aspect</th>
<th>Post-test 1 result</th>
<th>Post-test 2 result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Function</td>
<td>– Finding the social purpose – Finding main idea</td>
<td>Good</td>
<td>More good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good, with a bit improvement</td>
<td>Very good.</td>
</tr>
<tr>
<td>Generic structure</td>
<td>Finding detail information</td>
<td>The students’ ability in finding detail information improved, but was still weak.</td>
<td>Most students could find the detail information correctly.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Identifying the parts of the text</td>
<td>There was an improvement in the students’ ability to identify the complication. But, this was still less than 50% of all the student number.</td>
<td>Most students could identify the parts of the text. Especially for complication, 80% students could identify the complication of the text.</td>
</tr>
<tr>
<td>Language feature</td>
<td>Vocabulary</td>
<td>The students’ vocabulary mastery was still poor.</td>
<td>The students’ vocabulary mastery was improved. More than 80% students could answer the questions.</td>
</tr>
<tr>
<td></td>
<td>Finding reference</td>
<td>The students’ ability in finding reference improved.</td>
<td>The students’ improvement was better.</td>
</tr>
<tr>
<td></td>
<td>Understanding</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Based on the table above, it can be seen that the result of post-test 2 was better than the result of post-test 1. Because of that, the researcher concluded that the students’ reading skill was improved.

d. Reflecting the Action

After implementing the second cycle, the researcher compared the result of first cycle and the result of second cycle. There were some differences here. It included the class situation and the students’ comprehension.

The class situation was more relax. It was because the researcher lessened the activities and gave more time to discuss. When the students did the exercises, whether it was in groups or individual, sometimes the researcher asked their difficulties and gave guidance in doing the exercises. It made the students feel enjoy and no pressure in doing the exercises. It also made the students feel closer with the researcher, so they are not doubt in expressing their opinion. However, sometimes they still used Indonesian.

Based on the second post-test result, the researcher concluded that there were some improvements here, especially in vocabulary. In the first post-test, the students’ vocabulary mastery was very poor. After implementing the second cycle and conducting the second post-test, the
students’ vocabulary mastery was improved. It was proved by the second post-test result, in which it showed that over than 80% students could answer the vocabulary questions correctly. The other aspects, such as finding main idea, finding detail information, finding references, identifying the parts of the text, et cetera were also improved. It can be seen from the mean scores of all students. In the pre-test the mean score was 68.3, in the first post-test the mean score was 75.4, and in the second post-test the mean score was 87.4. It proved that there was an improvement after the actions.

C. Discussion

This section presents the discussion of the research result concerning with the students’ responses toward the reading teaching uses video as the media and problems faced by the researcher during the research.

1. Test Data

Based on the test result, after the actions of this research the students’ reading comprehension on narrative text was improved. The analysis of the students’ score shows that there is an improvement of the students’ reading comprehension.

In the pre-test, the mean of the students’ score is 68.3. While, in the first post-test the mean of the students’ score is 75.4. After comparing these score, it is found that at the level of significance 5%, the t table ($t_0$) of 36 students is 2.02 and the t obtained $t_1$ is 4.6. Since $t_1$ is greater that $t_0$, it
can be concluded that there is a significant difference between the score in pre-test and post-test 1.

Then, mean score of second post-test was 87.4. After comparing the score of first post-test and the second post-test, it is found that at the level of significance 5%, the $t^2$ is 8.6. Because the $t^2$ is higher than $t_t$, it means that there is a significance improvement between the score of first post-test and second post-test.

The last, if the pre-test scores and the second post-test scores are compared, it is found that $t$ is 12.7. Since $t_t$ is lower than $t$, it can be concluded that the improvement between the score of pre-test and second post-test is significant.

Based on the computation above, it can be concluded that teaching reading using narrative video as the media improves the students’ reading comprehension on narrative text. The summary of the students’ mean score, the t-test $t\_t$, $t\_t$, and $t^2\_t$ can be seen in the following table.

Table 8. The Students’ Mean Score and the Signification Value

<table>
<thead>
<tr>
<th>Test</th>
<th>Mean Score</th>
<th>The Signification Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pre-test &amp; Post-test 1 $t_0_1$</td>
</tr>
<tr>
<td>Pre-test</td>
<td>68.3</td>
<td>4.6</td>
</tr>
<tr>
<td>Post-test 1</td>
<td>75.4</td>
<td></td>
</tr>
<tr>
<td>Post-test 2</td>
<td>87.4</td>
<td></td>
</tr>
</tbody>
</table>
2. Non-Test Data

Besides analyzing the test data, the researcher also analyzed the non-test data. It includes the teaching field note, the interview field note, and the questionnaire result.

a. Teaching field notes

As explained in the observation of the action above, there were many notes from the observer in the first cycle. This showed that the researcher’ teaching process still had many weaknesses. The weaknesses included the researcher’s sound, the teaching steps order, the way of teaching, the time allotment of each activity, and the control of students’ interaction.

In the second cycle, the teaching learning process run better. Although still there were some weaknesses, such as the way of teaching and the distribution of time. However, overall, the teaching learning process was good.

b. Interview field notes

Based on the interviews which had been conducted before the researcher implemented the action, the researcher concluded that the students’ reading comprehension was low. The teacher had difficulty in explaining the text in easy and interesting way. The students’ motivation to read an English text was also low. They were reluctant to read a long text. They also feel that reading activity is boring.
While, based on the interviews conducted after the implementation of the action, the researcher concluded that the use of narrative video in teaching narrative reading is effective. This technique was good because the students became more motivated in learning English, especially reading. They felt happy during the lesson. The students were also able to understand the text easier.

c. Questionnaire result

Based on the first questionnaires that distributed before the action result, the students admitted that they were passive learners. They sometimes felt bored when learning English, especially reading. They had difficulties in understanding the meaning of the words used in the text.

After implementing the action, the researcher distributed the second questionnaires and she got good responds from the students. The students admitted that they could comprehend the text easier if it is presented by video. They also more interested in learning English, especially reading, when the teaching learning process is presented using video.

Based on the explanation above, can be concluded that before the implementation of the actions, there were some problems in learning English, especially reading. First, the students’ reading comprehension was still low. They had difficulties in understanding the characteristics of the text, such as social function, generic structure, and language features. Second, the students’ motivation in learning English, especially reading, was also low.
The students often felt bored when they had to read a long and full of unknown vocabularies.

After the implementing of the actions, the problems were solved. The students’ reading skill was improved. During the lesson, the students were able to do the exercises related to narrative well. According to the students’ opinion, they felt interested and happy during the lesson. It means that students’ motivation in learning English, especially reading, was improved. They also felt that by the video they can understand the vocabulary and the characteristics of the text easier. It means that the use of narrative video in teaching reading that focuses on narrative text help the students in understanding the text.

D. Hypothesis Testing

Based on the explanation above, it can be concluded that the hypothesis of this research is accepted. Narrative video can be used in teaching and learning process to improve the students’ reading comprehension on narrative text. The use of narrative video in teaching narrative reading encourages the students’ motivation in reading so they are able to master the narrative text easily.
CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter presents the conclusion, implication, and suggestion of the study about improving students’ reading comprehension on narrative text using narrative video.

A. Conclusion

Based on the discussion in the previous chapter, the researcher draws a conclusion that teaching reading using video is effective because it can improve the reading comprehension and motivation of the students. Before the research, the students’ reading comprehension was low. They had difficulties in understanding the content of the text and understanding the language features of the text so they could not comprehend the text well. The teacher taught them in conventional ways, such as explaining and doing the tasks on the handbook. So, they often felt bored, especially when the activity was reading a long text that full of unknown words. After the research, there is an improvement in the students’ reading comprehension. The students’ improvement on reading comprehension is shown from the difference of the students’ mean score between before and after the actions. Before the actions, the students’ mean score was 68.3. After the researcher gave the actions to the students, the students’ mean score improved to 87.4. From the analysis of the mean scores using t-test, it is found that at the level of significant 5% the $t$ obtained is 12.7 and the $t$ table is 2.02. Because the $t$ obtained is higher than the $t$ table, it means that there is a significant improvement
in the students’ reading comprehension. The students’ motivation also improves. The improvement is shown from the students’ attitude during the actions. During the researcher was implementing the actions, the students were more active and focused on the lesson. They admitted that they were more interested and enjoyed joining the class using this technique. This improvement was achieved by following steps:

1. The researcher explained the vocabulary used in the text first.
2. She played the video.
3. She guided the students to answer the question about the text and analyze the characteristics of the text using their visualization after seeing the scene on the video.

B. Implication

Based on the conclusion of this study, it can be shown that after implementing the research, there are improvements in the students’ reading comprehension and motivation. The use of video in teaching reading could give the students visualization about the content of the text. When the students read a text, it is possible that they find some confusing words or sentences. By looking at its scene on the video, the students can understand the meaning of those confusing words or sentences. Because of that, they can comprehend the text well. If the students are able to comprehend the text well, it means that their reading comprehension is good.
The use of video in teaching reading could also attract the students’ attention toward the lesson. During the actions, the students’ motivation was high. They were more interested, enthusiastic, and active during the teaching learning process. This make the class situation became relax and enjoyable. This students’ high motivation and relax situation enables the students to maximize their achievement. By having high motivation toward the lesson, the students will focus on the lesson and supported by relax situation they do not become afraid of expressing their ideas. This enables the teacher to measure how far their understanding is and decide what action should be done to make their achievement as well as possible.

C. Suggestion

Here, the researcher tries to give some suggestions related to this research. The researcher hopes that these suggestions will be useful, especially for teachers, institutions, and other researchers.

1. For the teachers

Nowadays, there so many narrative stories that are presented in video, whatever it is short video or even film. It is better for teachers to utilize it in their daily teaching. For example, in teaching narrative teachers can find many of narrative videos in internet. The use of video can attract the students’ attention and help them understand the material easily.

In teaching narrative using video, teachers should adjust the video presented with the text given and the level of the students. It is better if the
text is the transcript of the video. Sometimes, teachers need to pause the video to make interactions and check the students’ understanding.

2. For the institutions

   The institutions that deal with English teaching-learning in their programs should provide the facilities that support the teaching learning process in order to improve the educational quality, such as a good language laboratory, audio visual room, internet, et cetera.

3. For other researchers

   This research studies the improvement of reading comprehension using video as the media. Actually, the other researchers can study the improvement of reading skill using other media. Otherwise, they can also use video as the media to improve the other texts, such as recount, procedure, exposition, et cetera, or the other skills, such as writing, speaking, or listening.
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