THE USE OF NARRATIVE VIDEO TO IMPROVE STUDENTS’ READING COMPREHENSION IN NARRATIVE TEXT

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Abstract

One of the most exciting ways to teach English is using video. Employing video in classrooms aids students in understanding since they appeal to both visual and audial memory. This article reveals a classroom action research on the use of narrative video to improve students’ reading comprehension in narrative text. This research is conducted within 2 cycles. The qualitative data were collected through observation, interview, questionnaire, field notes, diary, photographs, and the quantitative data were collected through tests (pre-test and post-tests). The qualitative data were analyzed by assembling the data, coding the data, comparing the data, building interpretation, and reporting the outcomes. Meanwhile, the quantitative data were analyzed by comparing the mean scores of pre-test and post-tests. Research findings show that narrative video could improve: (1) students’ reading comprehension, in terms of meaning, main idea of the text, and the purpose of the text; (2) classroom situation, in terms of students’ motivation, activeness, and self-confidence.

Keywords: classroom action research, reading comprehension, narrative video

Abstrak


Kata kunci: penelitian tindakan kelas, pemahaman membaca siswa, video narrative
INTRODUCTION

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 also 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 researchers’ observation, the students’ reading skill of SMA Negeri 2 Sukoharjo 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 characteristic 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.

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 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 teachers’ 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. One of the ways is using video. 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.

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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.

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.

**RESEARCH METHOD**

The research was conducted from January until April 2016, including doing pre-research and pre-test, implementing the action, and doing post-tests. This study was conducted to the tenth grade students of Senior High School. The method used in this research is action research. Carr and Kemmis in Burns (1999: 30) state that action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out.

Furthermore, Kemmis and McTaggart in Burns (2010) point out a process of action research which consists of four fundamental steps: (1) identifying the problems and planning the action; (2) implementing the action; (3) observing or monitoring the action; and (4) reflecting and evaluating the action, and revising the plan if necessary.
There are two kinds of technique of collecting data in this research, such as: qualitative data and quantitative data. Qualitative data were taken from results of observation, interview, questionnaire, field notes, research diary, document analysis, and photographs. Meanwhile, quantitative data were taken from the result of the test, including the students’ scores of the pre-test and post-tests.

Further, the data were analyzed by qualitative and quantitative methods. The qualitative method was used to analyze the data that are taken during the teaching learning process. There are some processes of analyzing qualitative data in action research. Burns (1999, 156-160) mentions the following processes: (1) assembling the data; (2) coding the data; (3) comparing the data; (4) building interpretation; (5) reporting the outcome.

Meanwhile, the quantitative data gained from the tests support the qualitative data. In this research, the researcher counted the total score and mean score of each elements of reading comprehension, then compared the mean score between pre-test and post-test to identify the improvement score of students’ reading comprehension.

**RESEARCH FINDINGS & DISCUSSION**

Before doing the action, there is a step called pre-research. In this step, the researcher observed the teaching learning process, interviewed the teacher and several students, distributed questionnaire to the 20 students and conducted pre-test too. Considering the results of pre-research, the researcher identified the problems in reading comprehension that were faced by the students in teaching learning process and their classroom situation. To overcome those problems, the researcher proposed to improve the
students’ reading comprehension using video. The research was conducted in two cycles. There were four meetings in the first cycle and four meetings in the second cycle. If each cycle was done, the researcher conducted post-test to identify the improvement of students’ reading comprehension.

The research findings proved that the students’ reading comprehension and classroom situation were successfully improved by implementing video. The improvement of students’ reading comprehension could be identified from the improvements of mean score of their indicators from Pre-test to Test 1 and post-test. The improvement also could be identified from the improvement of students’ mean score of each vocabulary aspect from Pre-test, Test 1, and Post-test.

Chart 1. The Improvement of Students’ Mean score

Narrative video in this research was utilized as media in conveying the materials. The researcher improved the students’ ability in grasping the meaning of the words by committing to user.
playing the video, explaining the words in the video, and giving exercises both orally and written. The students discovered easier to recognize and memorize the meaning of the words since the narrative video not only showed the words but also the picture of each word mentioned. They could directly see the meaning of words shown on video. Teacher, in this research, explained the meaning of each word, and pointed out the picture related to the word. As stated by Cakir (2006: 68), “Video makes meaning clearer by illustrating relationships in a way that is not possible with words, which proves a well-known saying that a picture is worth thousand words”. Narrative video contained captions that enable students to practice how to correctly spell the words. They could watch the correct spellings shown on video, keep them on their mind, and then write carefully on their books. Teacher guided students by using some activities both oral and written. In addition, Kayaoglu, Akbas, & Ozturk (2011: 24) say that while they try to understand the meaning of words associating the scenes that they watch on the screen, they are also exposed to the pronunciation of words and the written form of words simultaneously.

In pronunciation aspect, narrative video was utilized as a model of correct pronunciation as well because it was pronounced by native speaker. By applying narrative video in learning process, the students could learn by repeating and practicing it individually. Katchen (2002) states “Most often video is used either to present students with spoken language input for listening practice or to elicit student language output via speaking or writing”. Last, narrative video implemented in this research actually provided the students with words in easy English sentences, so it was easier to understand. Narrative video played a role as the attractive example for students and the teacher played a part to point out the example they could follow. Teacher played the video part by part
and explained how to make simple sentences like some sentences in the video. By doing so, the teacher could insert some explanation about grammar and word choice to the students. It was more interesting to the students than having them see their teacher wrote a sentence on the board. The result of the word use test indicated that the students were able to use the words in sentences correctly after narrative video was implemented.

The second improvement was classroom situation. Comparing to the class situation before the research, there were some positive progresses. First, before the research, most of the students were not interested to the lesson. It could be clearly identified through their behavior during the learning process. Most of the students looked bored, sleepy and frequently laid their head down on the table. Such conditions almost were not found when using narrative video. More students were enthusiastic and interested in the teaching. Most of the students were not bored when following the lesson and almost no students laid their head on the table or sleepy. The situation in learning was different from previous before, so it gave a new atmosphere to the students. Narrative video could attract their attention and help them learn more easily and enjoyably. As their motivation improved the students became more interested in joining the learning process from the beginning until the end of the lesson. Williams and Lutes (undated, 12) argue “Video is also an extremely intrinsic motivator”. Second, before the research, students often did activities which have no relation to the lesson such as playing their writing equipment, drawing, chatting, or walking and running in the class. Students felt that they did not need the lesson, even after the teacher forced them to pay their attention to the lesson. By narrative video, students found comfortable classroom situation that they have never had before. Narrative video could attract students’ attention.
with no force. When the video was played by the teacher, they directly watched, mimed, and followed the video. If they were interested, they would give much attention to what is being taught or discussed.

The positive improvement could be identified from the students’ activeness during the teaching learning process. The students became more active and enthusiastic in every activity either in group or individual activity. The narrative video provided material that attracts the students’ to be active from the beginning until the end of the lesson. During teaching learning process, they participated in all of activities conducted in the class well. William and Lutes (undated, 5) say “Video materials in the ESL classroom can be used to actively engage students in the learning process.” Moreover, before the research, there were so many students who often pretended as if they had needed to go to the bathroom for pee. Actually, the students avoided the boring and depressing lesson, because they always found the lesson as only a difficult subject and as teacher’s command. Drastically, during the use of narrative video, all of the students never pretend any longer. The students’ boredom and fear to the lesson could be well recovered by using animation video. Devi (2005) states “If video is used at the beginner level or to teach new concepts for the first time, the teaching learning process becomes less tedious.”

CONCLUSIONS AND SUGGESTIONS

There are two conclusions based on the research findings and discussion. The first is about the implementation of narrative video towards the students’ reading comprehension in narrative text. The findings showed that the implementation of

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narrative video could improve the students’ reading comprehension. It could be proved from the results of the students’ tests which had improvement of mean score in every cycle. In the pre-test the students obtained 68.3, in the test 1 the mean score increase become 75.4 and in the post-test 2 the mean score increase up to 87.4. The students’ reading comprehension increased in all aspects. The students could understand and memorize the meaning of words, they could mention the main idea of the text, they could mention the detailed information of the text, and they could mention the purpose of the text.

The second is the improvement of the English class situation. Having been taught by using narrative videos, the students showed great interest to be actively involved in the learning process. They were more enthusiastic in learning process and did not feel bored or sleepy as they felt before. In addition, they became more active and enthusiastic in every activity either in group or individual activity. There was nobody asked for permission to go to the bathroom at the same time. There were also fewer students who did unimportant activities such as playing, chatting or walking and running in the classroom.

In achieving the objectives of teaching and learning process, it is really important to apply a suitable media. The appropriate choice will contribute good impact in both process and result of the teaching and learning itself. From the result of conclusion, narrative video was an effective media to enrich students’ reading comprehension in narrative text and classroom situation. Narrative video played a role as the attractive example for students, and the teacher played a part as a guide to points out the example they can follow.
Considering the findings of this research, there are some suggestions offered. For the teachers, it is recommended for them to create enjoyable and fun situation for learning process. The teacher can utilize interesting teaching media such as narrative video. The use of video can be combined with various techniques in order to create a good atmosphere, make the students more motivated to learn and do not get bored during the teaching-learning process. Dealing with the media used, in this case is video, teacher should carefully in selecting the video going to be used. The teacher should select the video which not only contain entertainment but also education aspect and suitable for their students’ age.

For the students, they should be aware of the importance of English. They should not to be afraid of making mistakes and keeping on trying. They should also have more practices both in school and their home so that it will help them to learn English easier. They can learn from various media such as internet and video. Besides, the students should also involve actively in English class and practice the English frequently.

Moreover, regarding to the use of narrative video, the school should provide facilities and media which can support the teaching learning process. By using appropriate facilities and media in class, teaching learning process can run more effectively. It can also gain the students’ interest and motivation in studying a subject at school.
REFERENCES


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