IMPROVING READING COMPREHENSION ON NARRATIVE TEXT TO GRADE XI STUDENTS OF MA MUHAMMADIYAH PALU THROUGH VIDEO

Idham Dg. Malino[1], Hasan Basri and Ferry Rita[2]
Idhamdaengmalino@gmail.com
[1] *The student of Postgraduate Program Tadulako University*
[2] *The Lecturers of Postgraduate Program Tadulako University*

Abstrak

Tujuan penelitian ini adalah untuk memperbaiki pemahaman siswa terhadap bacaan teks jenis naratif. Sebelumnya, peneliti menemukan masalah pada sikap siswa dalam membaca teks jenis naratif; nilai sebagian siswa masih rendah pada teks jenis ini. Oleh karena itu, peneliti berinisiatif menggunakan video dengan teks sebagai media untuk memperbaiki pemahaman membaca siswa kelas XI MA Muhammadiyah Palu pada teks naratif. Penelitian ini dirancang sebagai penelitian tindakan kelas (PTK) yang dilakukan melalui dua siklus. Kriteria keberhasilan dalam penelitian ini adalah ketika 80% dari siswa mencapai kriteria ketuntasan minimal ≥ 75. Pada siklus pertama terdapat 68.18% siswa yang mencapai kriteria ketuntasan minimal ≥75. Pada siklus kedua, terjadi peningkatan sikap siswa terhadap pembelajaran dan hasil tes menunjukkan persentase siswa yang mencapai kriteria ketuntasan minimal adalah 86.36%, artinya hasil pembelajaran telah melewati kriteria sukses penelitian. Kesimpulannya, menggunakan video dengan teks dalam mengajar meningkatkan pemahaman siswa terhadap teks naratif.
Kata Kunci: *Video, Teks Narrative, Pemahaman Membaca*

The government sets up English as an obligatory subject to high schools and provides the curriculum as the guide for teachers to teach. The objectives of the curriculum must be fulfilled by the teachers in teaching English. Those objectives are arranged to make the students achieve language skills and knowledge of English. Therefore, the teachers of English must prepare appropriate materials of teaching.

Teaching English obviously is not simple. There are many goals that must be attained based on the curriculum. Hence, a teacher of English must be able to find effective and efficient strategies in order that all the objectives are covered. Yet, for a teacher, it is a challenge to give an instruction and to ask the students to follow as exactly as what s/he intends them to do. Therefore, s/he must think harder for some ways of teaching that are considered effective

Derived from the students' attitude toward learning, as a teacher, the researcher finds a problem which occurs in teaching reading. S/he is not sure whether all the students read the text or not; furthermore, s/he is not really sure if the students have read their assignment. The students actually answer to show that they comprehend what they are reading and look up the words they cannot figure out. However their reading comprehension tests are still low.

The researcher needs to solve the problem and he expects to utilize media which are interesting in teaching the reading. Thus, he chooses to use a video. Using a video in teaching makes the students enjoy in the learning process. By providing the video, the students are involved in the learning situation where they have to think and have fun at the same time.

The researcher carried out the research at MA Muhammadiyah Palu where he taught English to overcome the problems faced by the students in reading. From the various reading genres taught at senior high schools

are based on the school curriculum, one of the texts which is exclusively taught from grade X to XII is the narrative text. The researcher had already administered a reading comprehension test of narrative text to the students. With the minimum criteria of mastery ≥75, their average scores are 70; there are only 55% of the students who passed the minimum criteria. Therefore, he intended to fix the problems by using a video in teaching the narrative texts.

Using the narrative video with subtitles provides the visualization to the students about the contents of the narrative text, so, they can understand it more easily. The process of learning is meaningful in some ways because the students are interested in reading the subtitles and watching the video. Therefore, based on the background the researcher has conducted a research entitled "Improving the reading comprehension on the narrative text to grade XI students of MA Muhammadiyah Palu through a video".

In order to make clear intention of conducting the research, the researcher has formulated a problem statement for the research based on the discussion on the background. The question that emerges for the research as follows: how can the use of videos help grade XI students of MA Muhammadiyah Palu to comprehend narrative texts?

The objective of the research is essential in order to set the ultimate goal of the research. It is done to make sure that the research is conducted appropriately. Based on the problem statement, the objective of the research is to find out the effective way of using a video in improving the reading comprehension to narrative texts to grade XI students of MA Muhammadiyah Palu.

Reviews of Related Literature

Reading Comprehension
Reading comprehension is the interaction between readers and texts. More than merely decoding words on a page, comprehension is the intentional thinking process occurring as we read. It requires the reader to actually know and understand what they are reading. If persons understand words meaning but they do not really understand what they are reading, then the comprehension is not achieved yet.

To get meaning is the point of comprehension. It is done through a process of recognition of written words in the text by utilizing one's knowledge or

what s/he can relate to get the meaning. Hollingsworth (2007: 36) says, "Comprehension is as the ability to grasp meanings of written symbols." Comprehension deals with the ability of a reader to understand what s/he reads. It is an effort to recognize words and interpret the meanings of those words based on the readers' capability.

The ability to comprehend a text depends on a reader' capability towards reading. There are four components of reading playing important roles in facilitating the goal of reading comprehension, they are phonemic awareness, decoding, fluency and vocabulary. Each of these four components is crucial to lead a reader to the reading comprehension (Mc Shane, 2005). Therefore, readers must have good abilities on those components of reading in order to comprehend texts they read.

Phonemic awareness refers to words awareness or how a reader recognizes words by relating them to sounds that are familiar to him/her. Adams (1990) states that phonemic awareness is the ability to note, to think, and to recognize sounds in words, furthermore it is characterized in terms of the facility of the language learner to manipulate the sounds of oral speech. Therefore, one's skill or ability in the phonemic awareness is related to how s/he may be able to predict sounds in order to recognize words in the texts.

Decoding refers to the process of identifying and recognizing printed words. A

reader may read some words aloud and s/he is decoding those words. By doing this, s/he tries to identify those words. Pikulski and Chard (2013) state that there are at least two activities required in reading: 1) word identification or decoding and 2) comprehension or the construction of the meaning of text. Consequently, a reader may do indentification of words by relating those words to what they understand based on their knowledge (i.e. their experience or knowledge of some words' sounds).

Types of Reading Comprehension

Reading Aloud

The reading aloud mode is ~~are~~ used depending on readers' proficiency which they prefer to affect their comprehension. Kragler (1995) finds that beginning readers who read aloud has higher reading placement scores than beginning readers who read silently. Therefore, this type of reading is appropriately used to teach the reading to novice readers.

Silent reading

Fluent readers do the silent reading when s/he tries to get meaningful messages and information from a text. S/he reads a paragraph over and over and tracks some messages within it.Taylor (2011:39) argues, "There is no more definitive means of evaluating a reader's fluency or efficiency in the silent reading than administering eyes-movement recording. the silent reading rate and resulting comprehension may be used as general gauges of reading efficiency.

Levels of Reading Comprehension
Literal

Literal comprehension deals with the precise meaning of words within a passage. It means that what is stated is just so the meaning. In literal comprehension a reader decodes words he reads explicitily based on his/her understanding of the words meaning.

Sadoski (2004:87) states, "Literal comprehension deals only with the textually explicit, with what is directly stated." Readers' knowledge to translate a word meaning affects a reader's ability in the literal comprehension.

Inferential

The inferential comprehension is the level of comprehension in which one is able to get the meaning to what is implied but not explicitly stated. Unlike the literal comprehension, the inferential one goes further in which it deals with implying words meaning or sentences based on understanding of what behind the words that are stated in whole sentences. Sadoski (2004:89) argues, "But inferential, or interpretive comprehension goes far beyond the determination of words meaning. It is involved with building a mental model of the whole situation implied by the text with reasonable certainty".

Critical Reading

Critical reading means evaluating and judging. Readers who are in this level of the reading comprehension able to take an evaluation and then to critisize the contents of paragraphs they read, they have read based on their asumptions to the strength and weaknesses of the writing. Sadoski (2004: 89) states, "Critical reading involves an open-minded assessment of a work's form, style, credibility, depth, and relative stature among other works of the same kind". A reader in this level of the reading comprehension does review the contents of texts. He is going to for instance, take some points which are regarded as necessary within the contexts or to emerge questions to the texts credibility. By doing so, s/he intends to assess the reading text strength and weaknesses.

A Narrative Text

The generic structures of a narrative text are orientation, complication and

resolution. Each of the part consists of different contents, i.e. in orientation it introduces the participants, the seting of places and or times. The structure of the narrative text is often called a "story grammar" (Klinger, et.al.,2007). This term refers to the different elements the reader can expect to find in a story, such as the characters, setting, plot (including a problem that needs to be solved), and are solution to the problem.

The narrative text can be imaginary, factual or combination of both. The narrative text has the orientation, complication, and resolution as the features. Anderson (1997) stated that the generic structures of a narrative text are orientation, complication, sequence of events, resolutions, and coda (it is optional). This type of text can be found in short story books, magazines, novels, movies, etc.

The Video

The video may bring factual information and objectives into the classroom. When it is used, the video can catch the students' attention easily. The message presented in a video can be a fact or a fiction, can be informative, educative, or instructive (Sadiman, 1996). It is informative, it means that much information from many experts in this world can be recorded in the video tape, so it can be received by the students everywhere. The 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 them in their daily life. By video, the teacher can prepare the difficult demonstrations before, so s/he is able to concern with his presentation. The teacher can also present even the dangerous object that cannot be brought into the class.

Using a Video in Teaching English

A Video provides an effective approach for promoting better understanding in learning. It means that through a video, several advantages may be acquired by students to be effective in learning. Yassaei (2012) states that by using a video, it allows him to introduce concepts in a way that makes sene to his students. Using the video in the classrom may allow students to think of explicit information of the reading because they can see what happens in the story, so that they will have better understanding of the texts.

Furthermore, the use of video in teaching and learning, may help teachers to create interesting visual aids. Teaching English through a video also allows teachers to be more creative in designing learning. As what is stated by Yassaei (2012) "Integrating videos into lessons creates enticing visuals and a special interactive environment in the EFL/ESL classroom. Teaching English through videos also allows teachers to be creative when designing language lessons".

Appropriate ways of teaching texts using videos are used to get the best results during the teaching and learning process. Taylor (1982) suggests this technique for use with middle school students to direct their attention to the organizational structure of passages which covers five steps such as: *Previewing* in which the students preview a few pages of the text and generate an outline of numbers and letters for the sections indicated in the text; *Reading* where students read and fill in the sections; *Outlining*: For each section, students write a main idea in their own words; they summarize the subsection into key phrases; *Studying* means that after students have finished reading, they review their summaries; and *retelling* where the students retell orally what they learn with a partner.

Some Cautions in Using a Video in Teaching

One advantage of using a video is that it can stimulate students' perceptions, while the written word can only be done indirectly. The use of a video in teaching can make

students interested in attending lessons. It may attract the attention of students and increase their interest. However, there are also some disadvantages. Using a video in the classroom takes too much the class time. The teachers generally take two hours or more. Another disadvantage is that a video does not allow to interact with the plot or characters to imagine them in our minds. Some students may have a trouble viewing the video with subtitles in English. (Ismaili, 2013). Therefore, a cautious plan of applying videos in teaching have to be done in order to get efficient and efective ways of teaching through videos.

How does a video help in the teaching of reading?

There are two kinds of strategies can be reached in comprehension, namely bottom up and top down processings. Those two of which may be chosen by readers to understand the texts meaning. The bottom up processing deals with one's way of processing words per words by connecting to their sound (phonics) and then combining them in a sense of conectivity to get the meaning. "readers decode a text word by word, link the words into phrases and then sentences. On the other hands, the top down processing depends more on the background knowledge of someone to understand sentences. It involves the meaningful learning in which new information is presented in a relevant context and is related to what the learner already knows. (easily integrated into one's existing cognitive knowledge).

Teaching technique using a video represents students' understanding by using words, pictures with color and symbols; a video may be visual stimulus which is consequently concerned with recognizing and recalling. Through video, reading is not just extracting meanings from a text but a process of connecting information in the text with the knowledge the reader that brings to the act of reading. By the visual stimulus, the reader's background knowledge is related to what he sees and his contextualizing abilities, plays a key role in the creation of meaning.

Poor readers use few effective strategies for understanding and remembering what they read. They are often less interested in reading, their motivation is often low, they prepare minimally, if at all, prior to reading, they use few metacognitive strategies to monitor their learning from a text, and they have an inadequate vocabulary and background knowledge with which to connect and link new ideas to the previous learning. Furthermore, unlike good readers, poor readers lack the decoding, word reading, and fluency skills to free up cognitive functioning so that their full attention can be focused on learning from reading.(Pressley & Afflerbach, 1995)

Improving Reading Comprehension on a Narrtive Text through a Video

Many teachers use the video to introduce a topic, to present contents, to provide repair, and to increase enrichment. The segments of video can be used throughout the teaching environment in the classroom, small groups, and individual students. The duration of a video in a few minutes provides the maximum flexibility for teachers and improves learning specifically related to the needs of students. In the language learning and teaching processes, a learner uses his eyes as well as his ears; but the eyes are basic in learning.

To convey the message of learning, teachers usually use teaching aids in the form of drawings, models, or other tools that can provide concrete experiences, motivations to learn, as well as enhance absorption or what are ~~is~~ known as visual aids. One of the computer- based instructional media that has been developed is a video learning. The video as an audio- visual medium produces a moving image and natural or adjusted sound. Instructional video is able to present/display

objectives that are difficult to be taken directly to the classroom. Video lessons will greatly assist students in mimic, follow, imitate and understand the sequence of actions that must be mastered. Moreover, Denning (1997) said that videos can provide a visual access to situations or experiments that will otherwise be too dangerous or expensive for students to experience personally. They can be used to simplify complex ideas, using media-specific techniques such as animation, computer graphics or clay-motion. Videos can be used as a model positive behavior and to motivate students. They are particularly useful for introducing a topic, or reviewing a material.

Video may visualize material of teaching and it is effective to help a teacher to deliver the material. Through video, teacher can focus on certain parts being modeled. Smaldino, et. al.(2011) said that a text can be displayed in various languages and is used to translate or provide information on the video contents. Through video a complex material of teaching can be described quickly in a simplified form.

RESEARCH METHODOLOGY

This research was the classroom action research designed as a qualitative study. It studied the process and the result of the process after collecting the data and then they were explained in the form of words descriptively. The aim was ~~is~~ to observe the implementation of the videos in teaching the reading comprehension to narrative texts. The research was ~~is~~ done in two cycles in which the results of each cycle became the reference to the other cycles as the improvement of the treatment and the students' achievement. The cycle included the following steps, namely *planning*, *action*, *observation* and *reflection*. The following scheme represented the steps of the classroom action research.

The researcher did the classroom action research (CAR) at school where he taught

English. The research site was Madrasah Aliyah Muhammadiyah Palu, and the subject was grade XI students of MA Muhammadiyah Palu, in the academic year 2015/ 2016. It consisted of 22 students. There were two types of variables in this research: the independent variable of was the use of a video in teaching, while the dependent one was the students' reading comprehension. The research instruments used during the study were test items, observation check list, and field-notes.

The results of the reading comprehension test were analyzed by first calculating the students's individual score for the test. Therefore, there were classifications of scoring for each item on the reading comprehension test which was used. The scoring systems for the test were presented in the following table:

Scoring System

No.	Types of test	Number of Test	Score per item	Maximum Score
1.	Essay	10 items	4	40
Total		**10 items**		**40**

Scoring Rubric for Essay Questions

Criteria	Score
The response was clearly organized	1
The response was complete	1
Sufficient information was presented to support the response	1
The response showed an understanding of the question	1
Total	**4**

(Adapted from Nurizmawati, 2014)

In this research, the criteria were based on the agreement that had been set by the school for each subject at MA Muhammadiyah Palu (grade XI). The individual minimum criteria of mastery was 75 and the classical mastery was ~~is~~ 80%. Based on the test results that were ~~is~~ done previously the students' average scores in the reading comprehension of the narrative text

was 70 and there were only 55% of the students passed the minimum criteria. Thus, the researcher had determined the criteria of the action success to 85% of the classical mastery and the scores of 75 to the test for action to stop.

FINDINGS AND DISCUSSION

Students' learning mastery

From the research, it is shown that the process of learning the narrative text by using videos has given a positive result. The use of video improves the students' learning achievement of the narrative text. The students' reading comprehension, based on the tests on the first and the second cycle, have improved classically from 63,63% to 86,36%. Furthermore, at the second cycle, the criteria for the research to be successful have been reached.

The students' activities during teaching and learning processes

Based on the data analyses, it is found that the students' activities during the teaching and learning processes through a video, have been improved on the second cycle. It is positively influenced to the students' achievement that can be seen on their average scores which are improved on the second cycle. During learning, the students cooperate within their groups, they pay attention to the teacher's explanation and even during discussion with their group mates. The students are more active on the second cycle when they are put together in a group that consists of three students.

How does a video Work for Students?

Based on the data on the observation checklist which are done by the collaborator, the teacher's activities and the students' activities during the lesson are almost all done as the procedures. The teacher's activities are happened based on the constructed lesson plans and the instruction can be followed by almost all of the students. It means that the first and the second cycles have been passed thoroughly based on the lesson plans.

The use of a video in teaching the narrative text works on the first cycle. It can be seen on the students' activities during the teaching and learning process, in which most of the students paid more attention to the lesson. They are interested in the story and comment sometimes on what happen on the scenes. The subtitles that ran under the animation also made them do reading. The students enjoyed the story well and it seemed that all of them have already understood what the story is about from the beginning until the end of the story. They express various conclusions of the story and comment on the participants in the story and some scenes that are interesting for them.

On the first cycle, the researcher tries to get the students to involve during the lesson by putting them into several groups that consist of six students. Yet, based on the notes that are taking for the students' participation during teaching and learning, not all of the students are ready to participate when the tasks are given to them. Depending most on their group mates, some of the group members are not really maximizing their participation on the group tasks. As a result, those who are more active becoming more dominant on their groups which then can be said that those students get better comprehension than their group mates.

Based on the result of the first test on the first cycle, it is found that the achievement of the students do not reach the criteria of the research to be success. The percentage of the students who get scores 75 or more which are less than 85% made the teacher to revise the plan or to proceed the second cycle for the research. The revised plan is organized based on the weaknesses that are found happening on the first cycle.

The teacher realizes some of students' attitude during learning that must be

improved. First, the students must be put in a condition in which all of them participate during the lesson, by not ignoring the cooperation among them. Secondly, the teacher must let them do more participation during the lesson by giving them more chances to express their own comprehension to the video they are going to watch, by providing a simple instruction on what they are going to do. Finally, based on the above consideration, the teacher puts the students into groups by dividing them into smaller groups consisting of three students.

On the second cycle, the use of a video in teaching the narrative texts works better than on the first cycle. The teacher gets the students to involve during the lesson by putting them into several groups consisting of three students. They cooperate well within their group to comprehend the story they watch. Based on the notes that are taking for the students' participation during the teaching and learning, almost all of the students participate when the tasks are given to them. The discussion runs better than the first cycle in which most of the group mates participate on the group tasks. As a result, more students get better achievement on the reading comprehension than on the first cycle.

CONCLUSION AND SUGGESTION

Conclusion

After discussing and analyzing the data in the previous chapter, the researcher concludes that the use of video in teaching the narrative text has promoted the students to actively participate during the teaching and learning processes of reading. Based on the result of cycle 2 test, the criteria of research success are reached, in which 86,3% of the students get scores $\geq$ 75. Therefore, the use of a video to teach the narrative text gives a positive impact to improve the achievement on the reading comprehension of the second year students of MA Muhammadiyah Palu.

Suggestion

The researcher would like to share some suggestions to develop the teaching and learning of reading as follows:

1. Teachers of English must consider effective ways of using media to teach reading and one of them is to use a video to improve the learning outcomes of the reading comprehension to narrative texts.
2. Teachers should manage effective ways of getting the student to be active in the teaching and learning processes. By putting the students into groups that consist of few students, most of students are active to learn.
3. For students, it is suggested that they should try to learn through a video in order to help them improve their reading comprehension.

REFERENCES

Adams, M.J. 1990. *Beginning to read: Thinking and learning about print*. Cambridge, MA: Massachusetts Institute ofTechnology Press.

Anderson, M. and Anderson, K. 1997.*Text Types in English 2*. South Yarra: Australia, MacMillan Education.

Denning, S. 2000.*The Springboard: How Storytelling Ignites Action in Knowledge-Era Organizations*. Boston, London, Butterworth Heinemann, October 2000.

Hollingsworth, A. 2007. *Increasing Reading Comprehension through Cooperative Learning*. Chicago: Illinois.

Ismaili, Merita. 2013. The Effectiveness of Using Movies in the EFL Classroom – A Study Conducted at South East European University. *Academic Journal of Interdisciplinary Studies*, 121- 132

Klinger K.Janette, Sharon Vaughn, and Alison Boardman.2007. *Teaching Reading Comprehension to Students*

with Learning Difficulties. New York: The Guilford Press.

Kragler, S. (1995). The transition from oral to silent reading. *Reading Psychology: An International Quarterly, 16,* 395-408.

Mc Shane, Susan. 2005. *Applying Research in Reading Instructions for Adults: Second Step for Teachers.* National Center for Family Literacy

Nurizmawati, Chalifatun. 2014. *The Use of Animation Video as a Media in Teaching Narrative Text.* Pontianak: English Education Study Program, Language and Arts Education Department Pontianak

Pikulski, John J., & Chard, David J.,. 2003. *Fluency: The Bridge from Decoding to Reading Comprehension*. Houghton Mifflin Company.

Pressley, M., & Afflerbach, P. 1995. *Verbal protocols of reading: The nature of constructively responsive reading.* Hillsdale, NJ: Erlbaum.

Sadiman. A.S. (1996). Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya. Jakarta: PT.Raya Grafindo Persada.

Smaldino, Sharon E, James D. Russel, and Deborah L. Lowter. 2011. *Instructional Technology and Media for Learning*. Jakarta: Kencana Prenada Group.

Taylor, B. M. 1982. *A summarizing strategy to improve middle grade students' reading and writing skills*. The Reading Teacher*, 36,* 202–205.

Taylor, E. Standofr. 2011. *Exploring Silent Reading Fluency*. *Its Nature and Development*. Charles C. Thomas. Publisher, Ltd. Illinois.

Yassaei, Shahla. 2012. *Using Original Video and Sound Effects to Teach English*. English Teaching Forum.