

USING VIDEOS AS A TEACHING MEDIA FOR READING COMPREHENSION: DOES IT WORK?

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Abstract: There are various strategies and techniques of teaching used by teachers to improve students' reading comprehension. The most widely used and challenging tasks for teachers are the implementation of the media. In this study, the researcher employed video of narrative text as a considerable media to enhance students' reading comprehension and as a way to get students attention to study. Moreover, few studies report on the of videos used in teaching learning process in which any result will actually be considered beneficial to the development of teaching. Video of narrative text is a sequence of narrative text which is visualize in form of video. In conducting this study, the researcher used quasi experimental research design. Following the idea, this study was designed to investigate the effect of using video of narrative text on the students' reading comprehension. The tenth-grade students of one of the private schools in Malang were used as the target population of this study. The required data were collected through achievement test. Due to the need to understand the effect, t-test was employed in this present study. The result of this study showed that the use of video of narrative text did not give a significant effect on the students' reading comprehension. It was proven from the calculation result of independent sample t-test. Half of them showed improvement in their but half of them did not. Therefore, there was no significant different between students who taught by using video of narrative text and original text.

Keyword: *video, teaching media, students ' reading comprehension*

INTRODUCTION

The Decree of the Minister of Education Number 096/1967 claims that there are four skills of English that student have to develop, they are: reading, listening, writing, and speaking. It also advises to give more concern on reading-skill development (Huda, 1999). Moreover, in Indonesia reading is one of English skills that included in National Examination (Rayuningtya, 2013). Due to this condition, the students are expected not only to read the passage or various types of text, but also to understand the content of the text called reading comprehension.

There are various strategies and techniques of teaching that are used by the teachers to improve students' reading comprehension. The most widely used and challenging for teachers are the implementation of the media. According to Cahyono & Megawati (2013) media are

some tools used by the teacher in teaching the materials. Hence, some teachers have already implemented the media in teaching learning process to ease the activity in the class.

Media that can be used in teaching and learning activity is audio-visual media, such as video. According to Davies and Piers (2008), video is an effective media to require knowledge. In line with Davies and Piers, Canning and Wilson (2000) state that video can stimulate and motivate students' interest. It means that video is one of alternative media which can be used by the students to learn the material in the class.

The researcher interviews the English teacher of one of the private school in Malang, West Java. The researcher finds out that students have difficulties in learning English, especially reading comprehension. The problems happen because of two factors: students' lack of vocabulary and

students' reluctant to study. Due to those problems, the teachers need to find a good solution to stimulate students' interest so that the students will be motivated to learn. Therefore, based on the explanation above, the researcher would like to conduct a study about improving students' reading comprehension by using video of narrative text, in order to analyze whether teaching using video of narrative text can improve students' reading comprehension or not.

RESEARCH METHOD

In conducting this study, the researcher used quasi experimental research design. Ary et al (2010, p. 316) claimed that "Quasi-experimental designs are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups." In line with this, due to the situation and condition at MA Muhammadiyah 1 Malang, the researcher used the subjects which were not randomly assigned and the students were on their regular classroom. For this reason then, quasi experimental research design was considered the appropriate design to this present study.

In the quasi experimental research design, the researcher applied nonrandomized control group, pretest-posttest design. This design is one of the most widely used in educational research especially in quasi experimental research design (Ary et al., 2010, p. 316). In this case, the researcher used two groups, one group for the experimental group and another group for the control group. The researcher administered a pretest to both groups, then conducted experimental treatment activities with the experimental group only. Lastly, the researcher administered a posttest to both groups to investigate the differences mean in these two groups on their central tendency towards the response to the experiment conducted.

In this present study, the researcher took the sample from a group of students available in the research site, which is called

target population. Creswell (2012, p. 142) added that "A target population (or the sampling frame) is a group of individuals (or a group of organizations) with some common defining characteristics that the researcher can identify and study". The target population of this research was all the students of the tenth grade. They were divided into two classes that consisted of Science X and Social X classes. In conclusion, the number of students were 22.

The instrument used to collect the data of this study was the students' test. Ary (2010, p. 201) defined "test as a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned, and tests are valuable measuring instrument for educational research". In short, to measure individual response after getting treatment in education, a test was needed. Therefore, the researcher believed that a test was the most valuable measuring instrument for educational research.

In analyzing the data, the researcher used pre-test and post-test score. Then, the researcher computed the pre-test and post-test score by using t-test from Statistical Package for the Social Sciences (SPSS) 15.0 for Windows program. The researcher used t-test to measure the significance different between the mean score of students taught by video and the mean score of students taught by original text. Therefore, the t-test for independent samples was used. The t-test for independent samples has centered on comparing the means obtained from two independent samples (Ary et al., 2010, p. 175).

FINDINGS AND DISCUSSION

This section discusses the result of pre-test and post-test from both groups; control and experimental group, normality testing, hypothesis testing, validity testing, reliability testing and the analysis of the standard difficulty of test items. These parts were required due to the number of driven research that needs to be scientifically valid. By discussing the part, potential readers are

expected to be able to understand the effect of using video media for the students' reading comprehension through this research finding and discussion.

The Result of Pre-Test Score

The researcher conducted pre-test at the first meeting before the treatments were given to both experimental and control group. The pre-test was given in 15 items that consist of 5 items in the form of multiple choice, and 10 items in the form of essay. The choices of the two items were targeted to eliminate data errors in the sample observed.

The pre-test showed that the mean score of control group was 50,5. Meanwhile, the mean score of experimental group was 48,14. Based on the result of the pre-test, the researcher concluded that the mean score of pre-test control group was higher than experimental group. Based on the result of pre-test, the researcher found that the mean score of control group was slightly higher than experimental group. From this point, the researcher conclude that the students have the same categorization on the classification of students achievement.

The result of post-test score

In the last meeting, the researcher conducted post-test to the both groups. The content of the post-test were similar for both groups. However, the condition of students in the class were different. The experimental group did the post-test by using video. In contrast, the control group students did the post-test by using text book.

The post-test of control group showed that the mean score of control group was 57.25. Meanwhile, the mean score of experimental group was 63.42. Therefore, the researcher concluded that the mean score of students who taught by using video was better than the mean score of students who taught by using original text.

The result of normality testing

Before calculating the data in statistical analysis, the researcher should test that the data was normal. The normality testing was used as the requirement to do the next analysis in statistic. If the data was not normal, then the next statistical analysis could not be executed. Consequently, the researcher had to do normality testing in this present study. Table 1 shows the result of the testing analysis.

Table 1 The result of normality testing of experimental class One-Sample Kolmogorov-Smirnov Test

		Pretest experimental class	Posttest experimental class
N		14	14
Normal Parameters(a,b)	Mean	48.143	63.429
	Std. Deviation	8.6456	7.2081
Most Extreme Differences	Absolute	.118	.183
	Positive	.118	.183
	Negative	-.108	-.105
Kolmogorov-Smirnov Z		.443	.684
Asymp. Sig. (2-tailed)		.989	.737

a Test distribution is Normal.

b Calculated from data.

Table 2 The result of normality testing of control class One-Sample Kolmogorov-Smirnov Test

		Pretest control class	Posttest control class
N		8	8
Normal Parameters(a,b)	Mean	50.500	57.250
	Std. Deviation	14.0509	18.6068
Most Extreme Differences	Absolute	.148	.194
	Positive	.148	.194
	Negative	-.102	-.150
Kolmogorov-Smirnov Z		.417	.550
Asymp. Sig. (2-tailed)		.995	.923

- a Test distribution is Normal.
- b Calculated from data.

(SPSS Ver15)

It is shown that the data of experimental group and control group is normal. As the result, the data is appropriate for the next statistical analysis.

The Analysis Of Hypothesis

In this study, in order to test the hypothesis testing, the researcher employed independent sample t-test in SPSS 15. This application was operated in order to know

whether or not there was significant difference between the means score of post-test control group and experimental group. In this study the researcher used significant level 0,05 because she wanted to determine the confident level 0.95 or 95%. The result of hypotesis testing used SPSS program through independent sample t-test will be presented below.

Table 3 The result of independent sample t-test

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
Posttest Score	Equal variances assumed	5.621	.033	.856	14	.406	6.0000	7.0089	-9.0326	21.0326	
	Equal variances not assumed			.856	8.858	.415	6.0000	7.0089	-9.8941	21.8941	

(SPSS Ver15)

Based on the result of independent sample t-test, the result of P-value of independent sample t-test was 0.406. It means that the result of P-value is higher than significant level 0.05. It showed that there was no significant difference between students who taught by using video and original text. Therefore, the researcher concluded that the Ha was rejected, whereas Ho was accepted. As the result, the students

who are taught with video of narrative text did not achieve better reading comprehension than those taught with original text.

The Result Of Reliability Testing

In order to know the consistency of the data, the researcher did the reliability testing in this study. The result of reliability testing will be presented below.

Table 4 The result of reliability testing

Type of test	Reliability value	Classification
Pretest multiple choice	0,35	Low
Pretest essay	0,29	Low
Posttest multiple choice	0,66	High
Posttest essay	0,59	Enough

(Anatesv4)

The Result Of Validity Testing

The validity testing that is used in this study were the analysis of the test items. In order to test the validity of test items, the researcher used SPSS program. Based on the calculation of using SPSS 15, the validity of test items were low. The researcher administered 15 items to the students, only 7 items were valid in the pre-test. Meanwhile, in the post-test, only 5 items were valid.

The Analysis Of Standard Difficulty Of Test Items

After obtaining the result of the pre-test and post-test, the researcher conducted the analysis of standard difficulty of test items. This analysis was done by the researcher to know how the students understood the test items well. Table 5 shows how the difference on the value of the analysis.

Table 5 The result of standard difficulty of pretest

Pretest		
Standard	Number of the test	Percentage
Difficult	1,10,11,13	27%
Average	2,3,4,7,8,9,12,14,15	60%
Easy	5,6	13%

(Anatesv4)

Table 6 The result of standard difficulty of posttest

Posttest		
Standard	Number of the test	Percentage
Difficult	14	7%
Average	2,3,7,8,9,10,11,12,13	60%
Easy	1,4,5,6,15	33%

(Anatesv4)

Based on the research findings, the implementation video of narrative text in the experimental group could attract students attention to study. This condition in line with the statement from Rohmah (2012), who said that one of the advantages of using video is to provide visual support and it will help students to concentrate because video provides a focus of attention. In the class, the experimental group watched the video and could review the narrative story very well, but the students felt that reading the narrative story by using text was easier. It is because the students could reread the text as much as they wanted by using the text on their hand. However, reading the narrative text by using

video is different, they could not reread the part of the text that the students wanted to read repeatedly.

Based on related studies, Firdaus (2011) stated that video could serve some interesting material to the students and it is a proper way to get students' attention and enhance students' comprehension. Similarly, in this present study the mean score of post-test of experimental group showed the improvement in reading comprehension. However, the fact showed that not all students got a significant difference between pre-test and post-test. Half of them showed improvement in their score, but half of them did not.

As well as the experimental group, the control group who taught by text also showed their improvement in reading comprehension. It was proven from the mean score of post-test (57.25) which was slightly higher than the mean score of pre-test (50.5). On the other hand, different from the experimental group, the control group showed their enthusiasm in learning narrative text. As the result, the mean score of post-test control group (57.25) is slightly lower than the experimental group (63.43).

According to the result of research finding, hypothesis testing indicated that there was no significant difference between students of experimental group who taught by using video and students of control group who taught by using text on their reading comprehension. Besides, the result of calculation of independent sample t-test showed that H_0 was rejected, because the result of P-value 0.406 is higher than significant level 0.05. Consequently, the result showed that experimental group and control group had the same level of comprehension in reading narrative text.

In this present study, the researcher concluded that video might bring substantial benefits for the students in their learning process. This was paramount information when the students show more attention and motivation in the class which is required to reach the learning goals. This information is in line with the study did by Priajana (2011), who stated that the use of video as an intractional media enhanced students speaking skill and encourage students' motivation. However, in this study the researcher found that video did not have significant effect to enhance students comprehension in reading, especially in narrative text.

Moreover, some students said that video was an attractive media to attract the students' attention, but another students said that they couldnot directly understand the story of narrative through video. Therefore, the researcher believed that some students still found difficulties in comprehending the text even though video media was used. This

condition is contradictory from Firdaus (2011), who reported that the use of video can solve the problems in listening comprehension. As the result, the researcher claimed that video of narrative text did not have any significant effect on the reading comprehension of students in the tenth grade of MA Muhammadiyah 1 Malang.

There were two limitations to this study. The first limitation was that the lack of meetings in giving the treatment due to the school policy. Ideally, the meetings should be held more than twice, but because of the school policy stated that the maximum meetings for a researcher are twice, therefore, the researcher only implemented the video twice for experimental group. Another limitation was that the researcher gave the post-test in different way. The researcher gave the story of narrative text by using video in the post-test for experimental group, on the other hand, for control group the story was written on the paper task.

CONCLUSION

Kesimpulan dituliskan dengan redaksi yang pendek. Isi dalam kesimpulan juga dapat mengandung saran yang ditujukan untuk pembaca.

In regard to conquer the students' difficulties in understanding narrative text, the researcher intended to use video of narrative text as a solution to enhance students' understanding, especially reading comprehension. Moreover, the students who are taught by using video of narrative text are expected to achieve better reading comprehension. Although the facts showed that the students gave more attention and motivation in the class, this study revealed that video of narrative text had less effects on enhancing students' reading comprehension.

The result of hypothesis testing showed that the use of video of narrative text did not give a significant effect on the students' reading comprehension. It was proven from the calculation result of independent sample t-test. From the result of independent sample t-test, the result of P-

value was higher than the significant level 0,05. Therefore, there was no significant different between students who taught by using video of narrative text and original text.

In line with the conclusion of this present study, the researcher expects that this study will inspire the English teachers, the students, and further potential researchers in implementing teaching media in the teaching learning process. In this section, the researcher wants to give some suggestions related to the use of media of narrative text in the teaching. Each will be explained below:

As an English teacher, noticing students' problems in comprehending narrative text is one of the teacher responsibilities in teaching. Then, finding an appropriate media to increase students' comprehension in reading narrative text is a must. Although this present study showed that the use of video of narrative text as a media did not give significant effect on the students' reading comprehension, there are still a lot of possibility of success if the video is being implemented with different situation and condition.

Meanwhile, students who may have problems in comprehending reading narrative text should discuss their problems and try to find a good solution with their English teacher in the class. Afterwards, the students should keep practicing reading not only book, but also another resources, for instance: blogs, newspaper, and magazine.

Besides, further potential researchers are suggested to investigating other appropriate media to increase students' reading comprehension, especially in narrative text. Moreover, in analyzing the data, the researcher suggested to the further potential researchers do not only apply a quantitative research, but also a combination research between quantitative and qualitative research in order to get valid data. Furthermore, further potential researcher should consider two limitations of this study to investigate whether the similar result will occur. Therefore, this study is expected to

be significant reference for further potential researchers.

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