

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. The Implementation of Video to Improve Students' Reading Comprehension

In this chapter, the writer would like to describe and discuss the findings of the research. As mentioned in the previous chapter that in this research, the writer wants to describe the implementation of video to improve students reading comprehension on advertisement text and to find out the improvement of students' reading comprehension on advertisement text. In this research, the writer uses classroom action research. In these findings, the writer presents the result of the research and the analysis of the data collected through three cycles that consists of pre-cycle and two cycles of treatment. Pre-cycle to get students' base score in reading comprehension, two cycles of treatment are the teaching and learning process using video and the assesment test. The description of the results of all cycles are as follows:

1. Pre-Cycle

This activity was conducted on April 3, 2012. In this first stage, the teacher used conventional way in teaching reading (teacher-centered learning). This is done to know students' basic score of reading when taught without video as a medium.

In this activity, the condition was not effective for teaching reading. There were only some students who paid attention and asked questions during learning process. Most of students enjoyed to talk with their tablemate. In this activity, the writer gave pre-test to the students to know their basic score on reading advertisement text. The teacher gave an English brochure as a form of printing advertisement. The students had to answer the 10 questions based on the brochure. The result can be seen as follow:

Table 4.1 the Pre- Cycle test Result

No.	Name	Score
1.	Aji Satrio Wibowo	50
2.	Anis Riwayati	60
3.	Arif Rohman	60
4.	Arina Fatkhiyah	60
5.	Dewi Trisnawati	80
6.	Dwi Anggraeni	60
7.	Elly Dinda Mayang P	50
8.	Fahrudin	60
9.	Fajar Aji Saputro	70
10.	Fitrotul Anam	70
11.	Ihsanudin	70
12.	Indah Cahyani R	70
13.	Isti Mulyaningsing	70
14.	M. Alfi Dhiyaul Firdan	50
15.	M. Nurul Iksan Masduqi	60
16.	Mahfud Syarif	60
17.	Miftakhul Babil Yasar	60
18.	Milatifa	70
19.	Monah	60
20.	Muh Futriyono	40
21.	Mustaqim	40
22.	Nia Martin Saraswati	60
23.	Nurchamidah	50
24.	Nur Kamidah	60
25.	Ribti Anjani	80
26.	Sintiya	60
27.	Sri Indaryani	60
28.	Tofin Hartoni	40
29.	Yudda Maulana	60
30.	Yulinar	50
31.	Yahya Alip	40
32.	Akhmad Khoirul Anam	50
	$\sum x$	1880

$$M = \frac{\Sigma x}{n}$$

$$M = \frac{1880}{32}$$

$$= 58.75$$

Based on the result of the pre-test above, most of the students had difficulties to do it. After doing the test, the teacher asked them which one of the questions that most difficult for them. They said that almost of the questions were difficult for them because they did not understand the content of the brochure. These conditions were not interesting for reading class. The teacher and writer agreed to use a medium in the next reading class.

The condition of the class during learning process can be seen as follow:

No	Indicator students' activities	Score						
		Students	%	5	4	3	2	1
A.	Students' attendance	32	100%	√				
B.	Students pay attention to the learning process	13	40,6%				√	
C.	Students' activeness in asking and answering questions	9	28,1%				√	
D.	Students' enthusiasm in doing the task	15	46,8%			√		
E.	Students' enthusiasm with the video	12	37,5%				√	

With the criteria as follows:

- 1 : poor : 0% - 20 %
- 2 : Fair : 21% - 40%
- 3 : Average : 41% - 60%
- 4 : Good : 61% - 80%
- 5 : Excellent : 81% - 100%

Based on the result of the observation above, it can be seen that the students' attention and participation during learning process was still low. Many of the students were enjoy talking with their tablemate. Most of them did not enthusiast in listening the teacher's explanation and doing the task.

2. First Cycle

This activity was conducted on April 10, 2012. In this activity, the writer began to use video as a medium to improve students reading comprehension on advertisement text. This activity began with giving explanation about advertisement text by the writer. After giving explanation, the writer played a video as a form of an audio visual advertisement text, and then the students asked to answer the questions based on the video.

Further result explained as follows:

a. Planning

- 1) Choosing the teaching learning materials (resort video)
- 2) Arranging the lesson plan based on the teaching materials
- 3) Preparing the test instrument
- 4) Preparing teaching facilities
- 5) Preparing students' attendance list

b. Acting

In this step, the teacher along with the writer conducted an activity as it had planned in the lesson plan. The writer started learning process by greeting, reading basmalah together, and checking attendance. The writer gave introduction about material by giving example about advertisement text. Then she asked students to answer the question orally and gave example of advertisement that they know in their daily life.

The first stage was explorationn. In this stage, the writer gave warming up to the students' about advertisement. The writer gave introduction about material by giving example of advertisement text. Then she asked students to answer the question orally and gave example of

advertisement that they know in their daily life. The writer wanted to know how far students' understanding about advertisement text.

The next stage was elaboration. Almost of the students were not strange with English advertisement but they did not comprehend what the mean of that advertisement. They got difficulties in comprehending the content of the advertisement because it was not familiar with them. Therefore, the writer intended to make the students understood, not only the theory but also the content of the advertisement. The writer lead them to discuss their mistake in pre-test. Then, the writer chose one of the video tells about a resort. The writer played video two times and guided them to watch the video from LCD. Time allotment of video about five minutes. The writer asked the students to watch the video and take a note key word based on the video. Then, the writer gave them some leading question about video, e.g, what video is this? Do you know this video? After that, the writer asked to students discuss about the video. The students discussed about content of video. The students were enthusiastic enough in joining the discussion.

Having clear with the construction of advertisement text, the writer lead the students to the next stage that was join construction of text. At first, the writer asked the students to watch the video. Then, the students take a note key word. In this stage, the students should do the instruction by joining with their friend.

The last stage was confirmztion. In this stage the writer asked every student to answer the questions based on the video they had watched. There were 10 questions that they had to answer based on the video. Moreover, the result of cycle one test can be seen in the table below:

Table 4.3 the Cycle 1 test Result

No.	Name	Score
1.	Aji Satrio Wibowo	60
2.	Anis Riwayati	60
3.	Arif Rohman	60
4.	Arina Fatkhiyah	70
5.	Dewi Trisnawati	80
6.	Dwi Anggraeni	70
7.	Elly Dinda Mayang P	60
8.	Fahrudin	70
9.	Fajar Aji Saputro	70
10.	Fitrotul Anam	60
11.	Ihsanudin	70
12.	Indah Cahyani R	60
13.	Isti Mulyaningsing	70
14.	M. Alfi Dhiyaul Firdan	60
15.	M. Nurul Iksan Masduqi	60
16.	Mahfud Syarif	70
17.	Miftakhul Babil Yasar	70
18.	Milatifa	70
19.	Monah	60
20.	Muh Futriyono	60
21.	Mustaqim	50
22.	Nia Martin Saraswati	70
23.	Nurchamidah	60
24.	Nur Kamidah	70
25.	Ribti Anjani	70
26.	Sintiya	60
27.	Sri Indaryani	70
28.	Tofin Hartoni	50
29.	Yudda Maulana	60
30.	Yulinar	70
31.	Yahya Alip	60
32.	Akhmad Khoirul Anam	60
	$\sum x$	2060

$$M = \frac{\Sigma x}{n}$$

$$M = \frac{2060}{32}$$

$$= 64.375$$

Based on the test result, the average of students in treatment (cycle 1) was 64.375. It increased 5.625 from pre-cycle and it could be concluded that a first cycle was successful enough. In first cycle, the writer analyzed that some students still had difficult in reading advertisement. The students not only got difficulties in reading the advertisement, but also in comprehending the content of the advertisement.

c. Observing

First monitoring, it was conducted on Wednesday, March 27th 2012. This meeting, all of the students attended in class. While the teacher showed video, they watched to the video and listened to teacher's explanation, they did what the teacher said. There were no students who crowded and asked permission to leave the classroom. In the second activity, most of the students paid attention during teaching and learning process. When the teacher gave a task to them, they did it seriously, except some of the students who like to jokes with their tablemate.

Table 4.4
Score of Observation in Cycle I

No	Indicator students' activities	Score		5	4	3	2	1
		Students	%					
A.	Students' attendance	32	100%	√				
B.	Students pay attention to the learning process	24	75%		√			
C.	Students' activeness in asking and answering questions	14	43,8%			√		
D.	Students' enthusiasm in doing the task	18	56,3%			√		
E.	Students' enthusiasm with the video	21	65,6%			√		

With the criterion as below:

- 1 : poor : 0% - 20 %
- 2 : Fair : 21% - 40%
- 3 : Average : 41% - 60%
- 4 : Good : 61% - 80%
- 5 : Excellent: 81% - 100%

Based on the result of the observation above it can be concluded that more students joined the class enthusiastically enough and teaching by using video is more effective to improve students' reading comprehension on advertisement text than teaching without video. They paid attention to the lesson, although some students still had difficulties in asking and answering the questions and there was several students said that the video was too fast. So, the things in the video could not be understood. But the students could imagine other things in the theme.

d. Reflecting

- 1) The teaching that done by the teacher was not maximum, because in giving materials was less interesting.

- 2) The students' activity in learning process was not maximum yet. It was caused unfamiliar in material, so students did not pay attention to the teacher in the classroom. Besides that, there were students that did not understand the instruction that was given by the teacher.
- 3) Teacher should prepare teaching media well.
- 4) Teacher should improve students' motivation in learning process, especially for students that were less attention.

3. Cycle 2

a. Planning

- 1) Choosing the teaching learning materials (hotel promotion)
- 2) Arranging the lesson plan based on the teaching materials
- 3) Preparing the test instrument
- 4) Preparing teaching facilities

b. Acting

This second cycle was conducted on April 18th 2012. The procedure of this research was almost same as the previous cycle. The first stage of acting was brain storming. The writer asked the students about the previous lessons in the previous meeting. The main focus of this stage was making students more comprehend the content of the advertisement than before.

In elaboration stage, the writer explored the students' vocabulary by drilling them some vocabularies used in advertisement text. The writer also used video to inspire the students in varying vocabulary. The students take a note key word and new vocabularies based on the video. Then, the students asked to write them on the white board. In the next step in the elaboration stage, the writer showed them a video about hotel promotion. The writer played video two times and guided them to watch the video from LCD. Time allotment of the video about five minutes. Then, the writer asked the students to write key word and its meaning based on the video on the white board. All of them, the students enthusiastic to write on the white board.

After that, the writer checked the students work and then gived correct the answer.

Move to the next stage, confirmation of the lesson. In this stage, the students had to answer the questions based on the video and depend on their own comprehension about the video.

The result of students' achievement in reading advertisement in the cycle 2 can be seen as follow:

Table 4.5 the Cycle 2 test Result

No.	Name	Score
1.	Aji Satrio Wibowo	60
2.	Anis Riwayati	70
3.	Arif Rohman	70
4.	Arina Fatkhiyah	80
5.	Dewi Trisnawati	90
6.	Dwi Anggraeni	70
7.	Elly Dinda Mayang P	70
8.	Fahrudin	70
9.	Fajar Aji Saputro	80
10.	Fitrotul Anam	70
11.	Ihsanudin	90
12.	Indah Cahyani R	80
13.	Isti Mulyaningsing	80
14.	M. Alfi Dhiyaul Firdan	70
15.	M. Nurul Iksan Masduqi	70
16.	Mahfud Syarif	80
17.	Miftakhul Babil Yasar	80
18.	Milatifa	80
19.	Monah	70
20.	Muh Futriyono	60
21.	Mustaqim	60
22.	Nia Martin Saraswati	80
23.	Nurchamidah	70
24.	Nur Kamidah	70
25.	Ribti Anjani	90

26.	Sintiya	70
27.	Sri Indaryani	80
28.	Tofin Hartoni	60
29.	Yudda Maulana	80
30.	Yulinar	70
31.	Yahya Alip	60
32.	Akhmad Khoirul Anam	70
	Σx	2330

$$M = \frac{\Sigma x}{n}$$

$$M = \frac{2330}{32}$$

$$= 72.81$$

c. Observing

This step of classroom action research was done on Wednesday, April 18th 2012. This observation was executed while students doing test. In the learning process, all of the students attended in class and listened to teacher's explanation. While doing test, there were three students did not pay attention to the learning process and there were some students active in asking questions, they were Dewi Trisnawati, Fajar Aji Saputro, Ihsanudin, Ribti Anjani, Miftakhul Babil Yasar, etc. They asked about the meaning of the questions that they did not know. Some students asked permission to leave the classroom but most of the students were discipline in doing the test.

From the statement above, it can be concluded that while doing observation the writer knew the activity what the students did during teaching learning process. The writer concluded that students of Eighth

grade of MTs NU Polaman Mijen Semarang were active and enthusiastic joining learning process. It was proved while most of the students listened to teacher's explanation, active asked the questions, and discipline in doing a task.

Table 4.6
Score of observation in cycle II

No	Indicator students' activities	Score		5	4	3	2	1
		Students	%					
A.	Students' attendance	32	100%	√				
B.	Students pay attention to the learning process	26	81,2%	√				
C.	Students' activeness in asking and answering questions	17	53,1%			√		
D.	Students' enthusiasm in doing the task	24	75 %		√			
E.	Students' enthusiasm with the video	28	87,5%	√				

Explanation:

- 1 : poor : 0% - 20 %
- 2 : Fair : 21% - 40%
- 3 : Average : 41% - 60%
- 4 : Good : 61% - 80%
- 5 : Excellent: 81% - 100%

Based on the result of observation above, it can be concluded that the majority of the students joined the class enthusiastically. All activities in the second cycle and the activity could run well. It can be seen from their responses. No students were noisy. While the teacher was presenting the lesson, most of the students were paying attention to the teacher. When did their test, they were calm and paying attention to the teacher and writer, they tried to answer the questions correctly and enthusiastically.

d. Reflecting

Evaluate the steps in teaching learning process, discussed the result of observation, and assessed the result of students' understanding for the improvement of students' reading advertisement text. According to the writer, all activities run well. It can be seen from their responses. No students were noisy. While the teacher was presenting the lesson, majority of the students were paying attention to the teacher. From the result above, the writer concluded that the research proved that the use of video to develop students' comprehension in reading was significant.

B. Discussion

1. Analysis of Cycle 1

The writer's analysis shows that the average of students' test result of the first cycle was 64.37. The highest score was 80 and the lowest score was 50. From the analysis above, the average of the results was 64.37. The writer analyzed that some students still had difficult in reading advertisement text. The students not only had difficulty to comprehend the content of the advertisement but also in knowing the meaning of each vocabulary.

The analysis above shows that the result of the first cycle was better than previous one. There were more improvements in this cycle although it was step by step. So, the writer decided to continue the action to the next cycle.

2. Analysis of Cycle 2

In this cycle, the writer just continues what she has been done in the previous cycles to repair methods and strategy which used in teaching learning process. The writer and the teacher just add attention and motivation to the students. The result of analysis shows that the average of students' test result of the second cycle was 73.43. The highest score was 90 and the lowest score was 60. All activities in the second cycle and the activity could run well. The writer analyzed the problems just in mechanic aspect and in the

learning aid that was not big enough and affected several students in comprehending the content of the advertisement and knowing the meaning of each vocabulary. To solve these problems, the teacher gave student to watch the video to the teaching and learning process could be success and the improvement of reading comprehension on advertisement text could be reached.

From the result above, the analysis above shows that the result of the second cycle was better than previous one. There were more improvements in this cycle although it was step by step. The writer concluded that the use of video to develop students' comprehension in reading was significant.

3. The comparison of pre-cycle and cycle 1

In pre-cycle we can see that students' activeness were low. This can be concluded that there were just about 49 % students who gave attention to the teacher's explanation about advertisement text. It was shown by their attitudes during the class; most of them were talking to each other while the study in progress. Even when they were in groups of discussion, they did not show any enthusiasm in joining the activity. For instance, when teacher pointed one of them to express their reading in front of class, student who was pointed would point another student or his/her partner instead. This repeated over and over until there was someone who did not have a chance to refuse tried to express this expression.

In contrast, in cycle 1, students' responds and attentions during teaching and learning process were improve than in the pre-cycle. Half of the students pay attention toward the teacher explanation. It increased from pre cycle.

From the result above, the average students in Pre Cycle were only 58.75 and Cycle I was 64.375, the comparison between Pre Cycle and Cycle I improved 5.625. It means the use of video can improve students' achievement in reading.

4. The Comparison of Cycle 1 and Cycle 2

In cycle 1 we can see that students' activeness were low. This can be concluded that the students did not give attention to teacher's explanation. It was shown by their attitudes during the class that most of them were talking to each other while the study in progress or sleeping. Even when they were in groups of discussion, they did not show any enthusiasm in joining the activity. For instance, when teacher pointed one of them to come forward, student who was pointed would point another student or his/her partner instead. This repeated over and over until there was someone who did not have a chance to refuse tried to write their writing.

In contrast, in cycle 2, students' responds toward reading were shown the improvement. It was resulted that students activeness/participation in writing activity increased from cycle 1. In this cycle, most of the students were paid attention to the video enthusiastically and did the test seriously.

It can be said that the use of video were effective in improving students' reading comprehension and motivated them to be more active reading activity. In short, students' were more actively reading; they leaved their laziness and embarrassment by actively reading

In addition, their achievement in test result also increased. Students' average in cycle 1 was 64.375, increased up to 73.44 in cycles II. It was higher than minimum score that must be reached. Those indicated that video can improve students' reading comprehension.

5. The comparison of pre cycle and all cycles

Interpretation takes the result of analysis, makes the interferences pertinent to the research relation studied and draws conclusion about the relations. In the best average scores of the pre cycle, cycle1 and cycle 2 of the students was 58.75, 64.38 and 73.44. It shows that cycle 1 scores of the class (64.38) are better than the result of the pre-cycle, and the result of the cycle 2 was better than cycle 1. Based on the result above, the writer concluded that

the teaching learning activity by using video can improve the students' comprehension in reading.

From this result, the writer concluded that the students' achievement and participation in reading advertisement text using video had a significant improvement and we can look on the graphs below:

Diagram 4.1
Improvement of Students' Score
In Reading advertisement text Using Video

