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Improving the Eighth Grade Students' Active Participation and Their Reading Comprehension Achievement of Narrative Text by Using Subtitled Narrative Video at SMPN 1 Rambipuji Jember

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Abstract

In Indonesia, English as a foreign language is taught to students as a compulsory subject from Junior High School up to university level. This research was conducted to solve the problems related to the reading comprehension achievement and participation. The research subject was chosen by using purposive method. The research design used was Classroom Action Research. The data of this research was taken from test, observation, documentation and interview. The result showed an improvement happened after getting the actions. The improvement was related with the participation and the reading comprehension achievement. After getting actions, the percentage of students' active participation increased from 55% or 20 students up to 77% or 29 students in Cycle 1 and 86% or 32 students in Cycle 2. Besides, there were 81% or 30 students who could reach the target score in Cycle 1 and 89% or 33 students who could reach the target score in Cycle 2. The mean was 75 before getting the actions, there were only 38% or 14 students who could reach that minimum score. This result showed that the use of subtitle narrative video in teaching reading comprehension could improve the students' active participation and their reading comprehension achievement.

Keywords: *Active Participation, Narrative Text, Reading Comprehension Achivement, Subtitled Narrative Video, Classroom Action Research.*

Introduction

Reading as one of the four language skills is a very important skill. Patel and Jain (2008:113) say that reading is an important activity in life with which one can update his knowledge. Since it is very important, reading should be taught earlier to the students. By reading, the students will be able to get much information that can enrich their knowledge in their life. According to Anderson, in Linse (2005:71), the aim of reading is comprehension. Marshall (2008) also states that without comprehension, reading is simply following words on a page from left to right while sounding them out. That is why reading comprehension skill is important. Without comprehension, the reader cannot gather any information from the texts.

The preliminary study was done to know the problem of reading comprehension which happened to the students at SMP Negeri 1 Rambipuji Jember by interviewing the Eighth year English teacher at SMP Negeri 1 Rambipuji Jember. The teacher showed the current score of students' reading comprehension test with mean score of VIII A was 80, VIII B was 79, VIII C was 83, VIII D was 62, VIII E was 80 and VIII F was 81. It was found that VIII D class is the most struggle readers among other six classes.

There were 23 students or 62% of 37 students' score was below the mastery score level of reading at that school that was 75 and the mean score was 62. In addition, the teacher said that it was around 55% students who were involved in the teaching learning process.

In line with those problems, the teacher must be responsible to help the students to develop their reading comprehension by using different strategy in teaching learning process of reading comprehension. The teacher must provide an opportunity especially for low achievers in comprehending

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reading text. For that reason, the researcher would like to use a variation in teaching reading by using video collaboratively with the English teacher. Video production equipment becomes less expensive, more powerful and more accessible to students (Hung:2005).

Related to the idea above, the researcher applied subtitle narrative video as the teaching media in reading class. Subtitle narrative video can further promote learners' reading fluency and motivation to read (Lin, 2008).

Concerning with the idea, in his research, Prasetyo (2013) who conducted the effectiveness of using English sub-title video as alternative media in learning reading narrative for tenth grade of SMAN 1 Kuntorejo was successful. He proved that using English sub-title video in teaching reading comprehension worked effectively in teaching learning process. Another study was done by Shindy (2013). She conducted a classroom action research to the VIII year students reading comprehension achievement of narrative text by using cartoon video at SMPN 1 Siliragung, Banyuwangi in the 2012/2013 academic year. She proved that teaching reading comprehension by using cartoon video could improve the students' reading comprehension achievement and their participation in the learning process of the class VIII B at SMP Negeri Siliragung, Banyuwangi in the 2012/2013 academic year. This means that subtitle narrative video was useful for the students to develop their reading comprehension.

Dealing with the result of preliminary study, the researcher took certain actions to improve the students' reading comprehension. In this case, the use of subtitle narrative video was applicable to cope with the students' discouragement in reading. Therefore, a classroom action research entitled "**Improving the Eighth Grade Students' Active Participation and Their Reading Comprehension Achievement of Narrative Text by Using Subtitle Narrative Video at SMPN 1 Rambipuji Jember**" was conducted.

Research Method

The design of this research was a classroom action research. The design was choosen because it was used to

improve the students' reading comprehension achievement by using subtitled narrative video at class VIII D of SMP Negeri 1 Rambipuji Jember. According to Fraenkel & Wallen (2006:567), action research is conducted for the purpose of solving some kinds of day-to-day immediate problems or obtaining information in order to inform local practice. Furthermore, Elliot (1991:69) states that action research is the study of a concrete situation with a view to improve the quality of action through practicing theories.

This research was conducted collaboratively with English teacher of grade VIII. Arikunto (2011:17) suggests that collaborative research is ideal because it can reduce the researcher's subjectivity. The collaboration focuses on identifying the problems faced by the students in reading comprehension, selecting the action, constructing the materials, carrying out the action, and doing the classroom observation and reflection. The action given to the subjects of the research was teaching reading comprehension by using subtitled narrative video.

The result of the actions in Cycle 1 achieved the criteria of success of the research. Although the actions in the first Cycle achieved the target criteria of this research, it was still necessary to continue the action to the second Cycle to see the consistent results of the action

Area determination method is a method to determine area or place where the research is conducted. This research was conducted by using purposive method to determine the location where the research is implemented. According to Arikunto (2002:117), purposive method was a method that is used based on certain purposes and reasons. This classroom action research is conducted at SMP Negeri 1 Rambipuji Jember.

The researcher determined the subjects of this research purposively. There were six classes of the eighth grade at SMP Negeri 1 Rambipuji Jember; VIII A, VIII B, VIII C, VIII D, VIII E, VIII F. Class VIII D was chosen purposively because this class got the lowest mean score of the reading comprehension test among the other classes as

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informed by the English teacher. That was 62 for the mean score of class VIII D and the mean score of other classes were 80 for class VIII A, 79 for class VIII B, 83 for class VIII C, 80 for class VIII E, and 81 for class VIII F.

There were two kinds of data in this research, primary and supporting data. The primary data were collected by using a classroom observation and a reading comprehension achievement test. The supporting data were collected by using interview and documentation.

The criteria used to determine whether the actions given were successful or not if it fulfilled as follows.

1. The result of observation shows at least 75% of students fulfill at least four indicators of observation stated in the observation checklist.

2. The mean score of the students is ≥75.

3. 75% of the students achieve the minimum requirement standard score that is ≥75.

Discussion

Based on the results of classroom observation in the first meeting, there were 28 of 37 students (75%) who were actively involved in the teaching learning. Then, there were 32 of 37 students (86%) who were actively involved in the teaching learning activities in the second meeting. The action already reached the target criteria of this research that the result of observation in the first and second meeting showed at least 75% of students fulfill at least four of five indicators of observation stated in the observation checklist.

In Cycle 1, the result of students' reading comprehension test were 30 of 37 students (81%) who got score at least ≥75. It already achieved the target criteria of this research which was 75% of the students achieved the minimum requirement standard score that was ≥75. Although the objectives of this research were met the target criteria, the action was continued to Cycle 2 in order to see the consistency of the success achieved in Cycle 1.

In Cycle 2, there were only two meetings in Cycle 2. The headmaster didn't allow conducting three meetings because the time was limited for students to prepare final examination. There were no revised for the action and the procedure, it was the same with Cycle 2. Then, the material in the teaching learning process and in the reading comprehension test was different.

The classroom observation results in Cycle 2 were 32 of 37 students (86%) who were actively involved in the teaching learning activities. It shows that the average of students' active participation increased from 55% before the implementation of the action to 77% in Cycle 1 and 86% in Cycle 2. It showed the consistency of the result of the observation.

The result of reading comprehension test in Cycle 2 were 33 of 37 students (89%) who got score at least ≥75. It fulfilled the target criteria of this research which was 75% of the students achieve the minimum requirement standard score that was ≥75. It showed that the mean of students' reading comprehension achievement increased from 62 (38%) before the implementation of the action to 76 (81%) in Cycle 1 and 86 (89%) in Cycle 2. It showed the consistency of the result of reading comprehension test.

The results indicated that the use of subtitle narrative video could improve the students' reading comprehension achievement. The finding is in line with Bianchi (2008:69) who states that video with caption (subtitle) significantly improves performance on reading comprehension regardless of language background.

In relation to the previous research finding, the finding of this research had supported the result of the previous research results. For example the research conducted by Prasetyo (2013). In his experimental research at SMAN 1 Kuntorejo, he proved that using English subtitle video in teaching reading comprehension worked effectively in teaching learning process.

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In addition, Shindy (2013) proved in her classroom action research that teaching reading comprehension by using cartoon video could improve the students' reading comprehension achievement and their participation in the learning process of the class VIII B at SMPN Siliragung, Banyuwangi in the 2013/2014 Academic Year.

Finally, the result of this classroom action research in two Cycles proved the research hypothesis which say, "The use of subtitle narrative video can improve the students' active participation in teaching learning process of reading class. In addition, the use of subtitle narrative video can improve the students' reading comprehension achievement of narrative text at SMPN 1 Rambipuji Jember in the 2013/2014 academic year".

Conculsion and Suggestion

Based on the results of data analysis and discussion in the previous chapter, two main points could be concluded:

1. The use of subtitle narrative video could improve class VIII D students' active participation in the reading teaching learning activities at SMPN 1 Rambipuji Jember in the 2013/2014 academic year. The improvement could be seen from the result of the observation in cycle 1, There were 29 of 37 students (79%) who were actively involved in the reading teaching learning activities by using subtitle narrative video. While in cycle 2, there were 32 of 37 students (86%) who were actively involved in the reading teaching learning activities by using subtitle narrative video. The results already achieved the target criteria of this research that was at least 75% of the students did at least four of five indicators of observation stated in observation checklist. In other word, the students actively participated in the teaching learning process of reading comprehension narrative text by using subtitle narrative video.

2. The use of subtitle narrative video could improve class VIII D students' reading comprehension

achievement at SMPN 1 Rambipuji Jember in the 2013/2014 academic year covering finding literal information and finding inferential information of narrative text. The improvement was shown from the mean score of student' reading test increased from 80 in cycle 1 to 86 in cycle 2. The percentage of students who got score at least ≥75 in cycle 1 was 81% improved to 89% in cycle 2. Therefore, the target criteria of percentage require 75% of the research respondent who got score at least ≥75 was fulfilled.

Considering the result of this classroom action research which showed that the use of subtitle narrative video was able to improve class VIII D students' active participation and their reading comprehension achievement of narrative text, the following suggestions are given to the following people.

a. The English Teacher

The English teacher is suggested to use subtitle narrative video as the alternative in teaching reading comprehension achievement of narrative text in the class to improve the students' active participation and their reading comprehension achievement. It is also used to improve the quality of teaching reading and make the process of teaching reading more interesting.

b. The Students

The students are suggested to use subtitle narrative video to help them comprehend reading narrative text since its visual and image are colorful and interesting. It also can improve their participation and their reading score.

c. Future Researchers

The future researcher who have the similar problem in teaching reading comprehension are suggested to use this research results as information and reference for future researchers to conduct another research on similar topic using different research design to develop the

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