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DEVELOPING SENIOR HIGH SCHOOL STUDENTS' READING COMPREHENSION THROUGH VIDEO-BASED READING MATERIALS: AN ACTION RESEARCH

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LANGUAGE AND ARTS EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

JEMBER UNIVERSITY

2020

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THESIS

Composed to fulfill one of the requirements to obtain the S1 degree at the English Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents: Mohamad Idris and Sumiati (almh)
2. My beloved brothers and sisters: Ichwanuddin Muchsin S.Pd, Triaminati Wilujeng S. Pd, Ratna Dewi Suryani S.Pd and Eko Agung Prayogi S.Pd
3. All of my teachers and lecturers
4. All of my friends

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MOTTO

"nothing worth having comes easy"

(Theodore Roosevelt)

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STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic pieces of work by the author herself. All materials incorporated from secondary sources have been fully acknowledge and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of approved thesis title; this thesis has not been submitted previously, in whole or in part. To qualify for any other academic award, ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, February 2020

The writer,

Niken Ayu Larasati

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CONSULTANT APPROVAL

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THESIS

Composed to Fulfill One of Requirement to Obtain S1 Degree at the English Education Program of the Language and Arts Education Department Faculty of Teacher Training and Education
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First of all, I would like to express the greatest gratitude to Allah SWT for mercy and blessing but still waiting to give me courage and patience so that I am finally able to finish the thesis entitled "Developing Senior High School Students' Reading Comprehension through the Use of Video-Based Materials: An Action Research". In relation to the completion of this thesis, I would like to express my deepest and sincerest thanks to:

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3. The Chairperson of English Language Education Study Program.
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6. My academic supervisor Dra. Siti Sundari, M.A
7. The principal of SMAN 2 Jember and the English Teacher who are involved in this research.

I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve this thesis will be wisely appreciated.

Jember, February 3rd 2020

The Writer

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SUMMARY

Developing Senior High School Students' Reading Comprehension Through Video-Based Materials: An Action Research Project; Niken Ayu Larasati; 160210401027; 97 pages; English Language Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, University of Jember.

This classroom action research was intended to help the tenth grade students' reading comprehension through video based materials in one of senior high schools in Jember (SMA Negeri 2 Jember). Based on the preliminary study, it was found that the tenth MIPA 8 grade students had problem in reading comprehension. This issue showed on the result of preliminary study where the students were required to answer 20 comprehending questions and only 54.2% of them or 29 students passed the minimum score (80).

The students had problems with unfamiliar vocabularies and the low rates of background knowledge. They also had problems with unfamiliar vocabulary because English was only used inside the classroom. The study was done in one cycle only which consisted of two meetings. The implementation of the action in the first and second meeting covered two stages; In the first meeting the students read the scrolling texts appeared in the video then they did the task from the video. The task or activities varied gradually from group work to individual work. At the end of the lesson, the students discussed the task altogether.

The action was conducted based on the lesson plans for Meeting 1 and 2. The researcher in collaboration with the English teacher taught the students reading comprehension focusing on descriptive text of popular places all around the world through the use of video-based materials. The findings of this action research revealed that video-based reading materials could help senior high school students comprehend the reading text and improve senior high school's reading comprehension. The students indeed understood the reading as it was showed in the

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result of their post-cycle test that increased from their pre-cycle test. The mean score of reading before the action was 76.28. Meanwhile, the mean score after the action was given was 86.71. Additionally, it was also revealed that there were only 54.2 % of the students who achieved the minimum standard of score before the action. Meanwhile, after the action given there was 88.57 % of the students who achieved the minimum standard score (there was an increase of 34.37 % of the students who achieved the minimum standard of score).

Theoretically, the findings of the present study confirm most of the theories claiming that by using video-based materials the senior high school students' reading comprehension can be developed.

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CHAPTER I. INTRODUCTION

This chapter presents some points related with the topic such as background of the research, the problem of the research, the objectives of the research, and the research contribution.

1.1. Research Background

Comprehending reading text in English still becomes problems for students learning English as a foreign language, including at the school where the researcher conducted the action research. Based on the results of preliminary study at SMAN 2 Jember, it was found that the tenth-grade students of the science program got difficulties in comprehending reading text. According to the result of pre test that conducted before the implementation of the action, almost 50% of the students in a class are failed in making conclusion, choosing the correct statements and identifying implicit meaning of the text. Besides, most of them also have problem with unfamiliar vocabularies from the text they have in the reading comprehension activity. The collaborator teacher said it happened because they lack of background knowledge. It is believed that the students do not even have pictures in their mind what those unfamiliar vocabularies are about. This issue is showed on the result of preliminary study where the students were required to answer 20 comprehending question and only 54.2% of them or 29 students passed the minimum score (80).

In the teaching of reading at this school, the English teacher has taught reading by giving them various reading materials. Sometimes the teacher takes the materials from the textbook that they use. Internet is also used as an additional reference for giving the students materials. After the students were given the materials, they had to analyze the comprehension questions. Based on the interview, the teacher revealed that it is quite rare for the students to be given simple question like *what, where,* and *when.* The students are accustomed to analyzing question like *why* and *how* in the form of short answer or essay. Finally, there is a peer-review section after finishing the task. The teacher randomly switches the students' task so that the students review one another's task. The teacher leads the peer review section by reading the task aloud then giving the answer key of each task. The students must

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do the review based on the answer key given and give score on their friends' work sheet.

Based on the students' problems in reading as well as some ways the English teacher taught reading to students, what make students have problem can be identified. It happens because the students are not aware of the effective ways of reading and understanding a text, which might cause resistance which affect their attitudes towards reading in English. In Indonesia, the students have a problem with unfamiliar vocabularies and the low rates of background knowledge. They also have problems with unfamiliar vocabulary because English is only used inside the classroom. Researchers work to find the way out for this issue. One of the solutions that can help the learners to solve their reading comprehension problem is by giving a visual support on the meaning making process of reading. Existing empirical researches begin to explore video-based materials for pre-reading activity to help the learners achieve more knowledge from the visual supports.

Video-based reading materials are offered to be the solution to overcome students' problems in reading comprehension with the following considerations. By giving a visual support such as Video-based reading materials it can make incidental vocabulary acquisition occurred as it said by Lin (2010) and Arndt (2014). The audio and visual support given by video-based reading material will help the students to create a concrete picture of the unfamiliar vocabulary because the multimedia concept gives the students more than one form of information resources. Further research done by Lin (2016), reported that Video-Based Materials can be regarded as a valuable addition to a second language reading comprehension, because language learners may immediately comprehend the content of the text both in micro level such as supporting details and vocabulary and macro level such as subject matter and clarifying devices. This report is supported with the research conducted by Malin (2010) that concluded that video-based reading material is a solution to engage the students in the text while also help them to comprehend, critically analyze, and enjoy the reading experience as a

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whole. In brief, Video-based reading materials are believed to be able to help the students overcome their difficulties in comprehending the text.

In the last few years, there has been a growing interest in conducting researches on Video-based reading materials as a tool to assist students on language learning especially reading comprehension process (e.g Lin 2010; Malin 2010; Arndt 2014; Combe and Codreanu 2016; Lin 2016; Fidan and Debbag 2018; Lin, Huang and Cordie 2018 and Wulfemeyer 2019). Even though many previous studies have addressed the use of video-based materials to enhance reading comprehension, similar research studies that take place in Indonesia and using both qualitative and quantitative approach to observe the process and the product of the students still needs exploration. To fill in this gap, this research examined the use of video-based materials to develop students' reading comprehension in the context of teaching English in a senior high school.

1.2 Research Questions

In reference to the research gap, the present study focused on answering two research questions in the following:

1. How do video-based reading materials help senior high school students comprehend the comprehension questions?
2. How is the improvement in the scores of students' reading comprehension after the implementation of the action?

1.3 Research Objectives

Based on the research questions above, the objectives of the research are: (1) to explain how video-based materials help senior high school students comprehend reading the comprehension questions; and (2) to know the improvement in the scores of the students' reading comprehension having received the action through video-based reading materials.

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1.4 **Research Contributions**

The results of this research are expected to give empirical and practical contributions. Empirically, it is expected that the results of this research are useful for other researchers who want to conduct a further research dealing with different research design, such as an experimental research to examine the effects of using Video-Based Materials on students' reading comprehension achievement. Practically, the findings of this study are expected to be helpful to improve students' reading comprehension achievement during reading activity. Hopefully, they can comprehend the text more easily. Besides, the research result is also expected to be useful for the English teacher as an information or input to cope with the students' reading comprehension problem by using Video-Based Materials as the teaching media.

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CHAPTER II. REVIEW OF RELATED LITERATURE

The review of related literature in this chapter deals with the theories related to the use of Technology Enhanced Language Learning, Video-Based Materials, Reading Comprehension and previous study.

2.1 Technology Enhanced Language Learning

The technology development and the success of many kinds of handheld smart devices allow access to visual support learning media in all places and time. It is very common for a person to expose himself in a visualized setting with multiple handheld technological tool (Plass & Jones, 2005). Instructional activity with multimedia environments are widely known as having great potential for improving the way that people learn (Mayer, 2005; Plass & Jones, 2005). The term "multimedia environment" refers to settings in which information is presented in more than one format, i.e. verbal and nonverbal form or audio and visual form (Mayer, 2005; Moore, Burton, & Myers, 2004). Multimedia material saturated with video plays an essential role in assisting second language (L2) learning.

Zhou & Wei (2018) define TELL broadly as any language learning activity that uses technological means and/or tools for efficiency, motivation, and learning style flexibility. The advantages of integrating technology to pedagogy have been found in a massive number of ways. Those advantages are found by the previous researches focusing on TELL. The occurrence of new technological developments, like computers and the Internet, has led to the gradual development of new teaching and learning approaches in English classrooms. Kabilan (2009) indicates that the quick inventive improvements of computer technologies have led to great changes in education commonly and language learning in specific, including reorganizing the curricular and new methods of literacy and pedagogy schemes in English language learning.

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2.2 **Video-Based Materials**

One of the products of technology that can be used to promote language learning is video. It is agreed by Çakir (2006) who conveyed that video is one of the most appreciated media in language teaching and learning. In this era, video becomes more accessible for both language teachers and learners. They can get video easily from many sources, like YouTube, Liveleak, and DailyMotion. Canning-Wilson (2006) stated that video can support the language learners to comprehend the materials and enhance their comprehension ability by additional visual support that video has delivered.

Smaldino, Russell, Heinich & Molenda (2002) stated that compared with static visuals, moving images are better in portraying concepts because moving images can facilitate better comprehension. It happens because moving images such as Video-Based Material has both audio and visual support for the students to solve their reading comprehension problem. According to Wang (2015), there are some advantages of using video as the materials in ELT. First, video can make the learners able to see how the language is used. Visual features give precious meanings and help viewers interpret the text better. Second, video can facilitate cross-cultural awareness. Through video English language learners may gain social and cultural values that can enhance their cognitive competence. Third, video can enhance language learners' motivation because it can entertain them by providing more exposures on a wide variety of situations and conditions that can support them comprehend the real-life situation.

Video-Based Material that can be used in classroom activity for reading comprehension is a video that has moving images as visual support, speech or sound as audio support and scrolling script as reading materials.

2.3 **Micro and Macro Reading Comprehension**

Reading cannot be separated from comprehension. Snow (2002:11) defines reading comprehension as "simultaneous process of extracting and constructing meaning through interaction and involvement with written language". It means that in reading a text, readers attempt to uncover the meanings of texts by intensively

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interacting with the printed and non-printed materials. Chun and Plass (1997) defined comprehension as dual-level. This dual-level of comprehension is known as bottom-up processes and top-down processes. Bottom-up process is the process where readers move from the smallest linguistic unit to larger unit, i.e., by decoding word meanings and identifying syntactic relations to overall meaning operation. In this process, the reader will start wondering the meaning of one certain word and trying to connect that to the context of the text. On the other hand, top-down process assume that "reading begins with knowledge and hypotheses in the mind of the reader" (Lin, 2004, p. 33) in order to comprehend the reading text. In this process, the readers use their personal background knowledge and connect it to the context of the text. This process is similar with the concept of micro and macro level of comprehension.

Comprehension is also classified into micro and macro-levels. It is also recognized as micro- and macro-propositions (Kintsch, 1998). Micro-propositions refer to reading phrase by phrase or sentence by sentence and providing answers that were clearly stated somewhere in the text, such as finding the characters, the place or time in the text. In reading, the process that readers use to understand the reading text is called micro-comprehension. On the other hand, macro-propositions refer to the interaction of some units with higher-level concepts that deal with background knowledge. Readers will first have a concept in their mind to figure out the content of a text. In macro-comprehension, the answers are usually not explicitly stated in the text. Some examples of macro reading skills are: (1) identifying main ideas, (2) synthesizing the subject matter of a reading text, (3) drawing conclusions from a reading text, and (4) identifying the purpose of a reading text. When readers tend to use macrostructure connection during the process of reading, it is regarded as macro comprehension. In conclusion, since both micro and macro comprehension can help the reader in meaning-making process in each way, they are important in the reading process.

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2.4 Video-Based Materials and Reading Comprehension

Some experts claimed that an integration of text with illustrative clues fosters L2 learning. The positive effects of a combination of verbal and illustrative clues can be explained from a dual-code processing perspective (Paivio, 2007). There are two subsystems of processing namely verbal and nonverbal stimuli and humans' mental structures which are links that accept verbal and nonverbal stuffs (Paivio, 2007). The verbal representations include "visual, auditory, articulatory, and other modality-specific verbal codes", while the nonverbal representations contain "modality-specific images for shapes, environmental sounds, actions, skeletal or visceral sensations related to emotion and other non-linguistic objects and events" (Clark & Paivio, 1991:151). It implies that a learner is capable of dealing with incoming verbal and image information simultaneously when viewing the video materials since it gives the learners more contextual information compared to conventional reading materials.

Video-based materials are dually coded (verbally and non-verbally, i.e., in words and pictures) and are believed to be able to foster L2 learners' comprehension. The instructional materials that are received and recognized through learners' eyes and ears can be comprehended more effectively because it has audio support that conventional reading material doesn't have. This dual support help the learners to comprehend the text more quickly. Information integrating sounds and images can also be helpful in interpreting linguistic information; video-based materials are one of the deals. Moreover, a video-based learning environment is useful for students to undergo reflections on their on-line learning and practice processes in how video-based reading materials give an experience of reading from multiple source (audio and visual) from conventional reading materials that only give the learner one source of information to comprehend (Wagener, 2006).

2.5 Previous Studies on Video-based Materials in Teaching Reading

In the last decade, the previous studies on the video-based reading materials have been conducted in different settings. Lin (2010) investigated whether news

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video in a computer-assisted language learning (CALL) program can foster the second language (L2) comprehension and incidental acquisition of adjectives, nouns, and verbs. In this study, Lin examined the relationship between the participants' vocabulary acquisition and their video comprehension. The participants were 44 proficient L2 learners and 39 less-proficient learners studying at Taiwanese university. They joined a video-based CALL activity and completed follow-up vocabulary and comprehension tests. The statistic results suggested that this activity significantly enhanced less-proficient participants' incidental vocabulary acquisition and comprehension. Both proficient and less-proficient groups made significant progress in incidental vocabulary acquisition. The participants' vocabulary acquisition of those groups were positively related to their video comprehension.

Arndt (2014) took a predominantly quantitative experimental approach and employed pre- and post-tests to assess learning gains. The participants were 84 volunteers, who completed the study online in response to a call for participants posted on social media pages associated with the *Nerdfighter* community. The results showed that incidental vocabulary learning occurred, in approximately equal amounts, from reading blog posts and watching video blogs. It is in line with what Combe and Codreanu (2016) conveyed that Video-Based Materials offers opportunity for digital learning literacy and intercultural skills. It is also potential as a new multimedia and multimodal interactions for informal foreign language learning.

Furthermore, Lin (2016), investigated whether video-based materials can facilitate second language learners' text comprehension at the levels of macrostructure and microstructure. Three inclusive classes of 98 Chinese-speaking university students joined this study. The three classes were randomly assigned to three different treatment groups: on-screen text (T Group), concurrent narration with on-screen text (NT Group), and video with concurrent narration and on-screen text (VNT Group). The data were collected through the macrostructure and microstructure reading comprehension pre- and post-tests and the immediate test. The statistic results of the immediate test and the post-tests showed that the VNT

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group performed significantly better on the macrostructure comprehension than the T and NT groups. Armed with the perspectives of multiliteracies and the significant results, the study recommends the teachers to integrate video in second-language reading comprehension instruction. It is concluded that Video-Based Materials can be regarded as a valuable addition to second language reading comprehension. By having such materials, language learner may immediately comprehend the content of the text both in micro and macro level. Specifically, activity integrated with video-based materials gradually builds up language learners' comprehension ability to help them distinguish the main idea and other detail of the text.

Mohamedian, Saed and Shahi (2018) investigated the effect of video materials on reading comprehension of Iranian intermediate EFL learners. A Longman Placement Test was administered to 30 EFL learners to ensure that learners are at the same level of proficiency. The students were chosen from the state high schools in Chabahar. The participants were regarded as intermediate learners and were divided into two groups (one experimental group and one control group). Then, a pre-test of reading comprehension was administered to assess the participants' reading comprehension. The participants of experimental group used video files to improve their reading comprehension while the control group received conventional approaches of teaching reading comprehension. Finally, all the participants were assigned a 40-item multiple-choice reading comprehension post-test. The results of the study indicated that video materials had a significant effect on promoting reading comprehension of Iranian intermediate EFL learners (p =.000, <.05).

Additionally, from the survey that was conducted by Wulfemeyer (2019), it can be concluded that 98% of students either strongly agreed (83%) or somewhat agreed (15%) that the Guided Reading Video (GRVs) helped them understand the reading. One student added the word "tremendously" next to the check indicating strong agreement. The remaining 2% (a single student) was neutral. Moreover, 98% of students either strongly agreed (92%) or somewhat agreed (7%) that they would recommend others to continue using GRVs in the class. This question also received

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a few responses with emphasis added. The remaining 2% (again a single student) somewhat disagreed.

In brief, the findings of the previous studies proved that Video-Based Materials can help language learning process in such a way. However, the research on the issue of video-based reading materials seen from qualitative perspective is rarely explored. The way video-based material tasks help senior high school learners develop their reading comprehension has not been yet researched through its process. To fill the gap, this study aims to investigate how video-based reading materials help senior high school learners develop their reading comprehension.

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CHAPTER III. RESEARCH METHODOLOGY

This chapter sketches out (gives a short description) about the research design, research context, research participants, data collection method and procedure, and data analysis method.

3.1. Research Design

This research applied action research design with a cycle model to develop the tenth-grade students' reading comprehension by using video-based materials. This research combined qualitative and quantitative approach. The design of action research that researcher used is adapted from Kemmis and McTaggart (1988) covering the activities of planning, acting, observing and reflecting. Before planning, the researcher added reconnaissance or fact-finding activities in school where the researcher conducted classroom action research. This activity is popularly known as a preliminary study. The design of this action research is illustrated in the following figure:

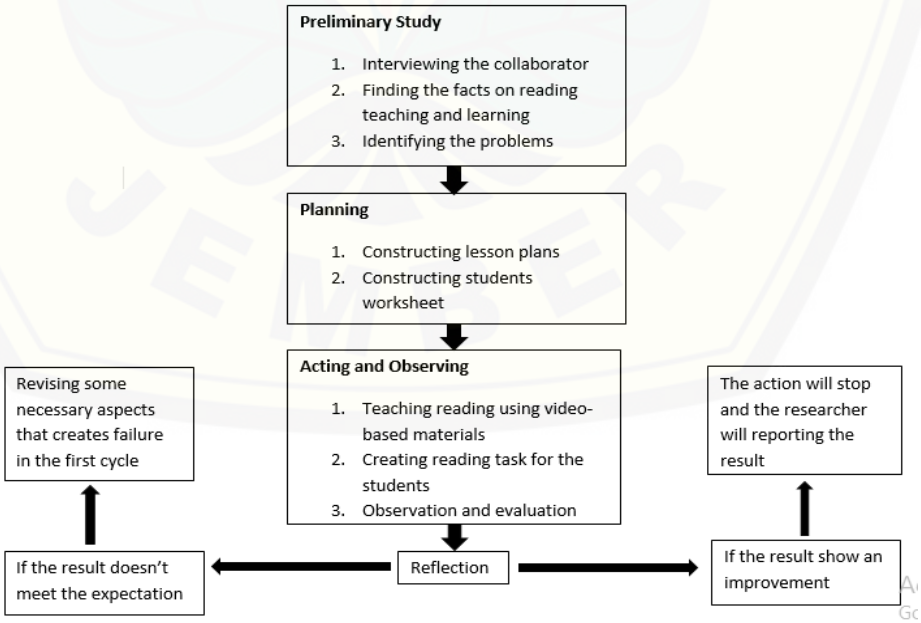

Figure 3. 1 The Design of Action Research

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(Adapted from *Kemmis and McTaggart, 1988:19)*

Based on Figure 3.1, the procedure of this action research is as follows:

1. **Reconnaissance** or preliminary study. It was done by conducting interview with the English teacher of SMAN 2 Jember and gave the students a reading test. The interview was conducted to know the detailed information about: the students' problems in reading, the students' reading achievement, and the students' participation. Meanwhile, the test is conducted to know the students' scores of reading before implementing video-based reading materials in teaching reading. The test was given to 10 classes of the tenth-grade students to identify a class that has the lowest average scores. The class with the lowest average scores (X MIPA 8) is chosen because they indicated the highest level of urgency for the researcher to help.
2. **Planning**. The researcher planned action by constructing lesson plan, prepared teaching materials and media, and data collection instrument. The teaching materials consisted of the video materials, students' worksheets (question sheets and answer sheets). The researcher also prepared the required media, such as LCD and active speaker in the classroom.
3. **Acting and observing**. The teaching activities was done in collaboration with the English teacher. During the teaching and learning process, the researcher and the English teacher taught the class in a team and observed the classroom activity. Observation is written in the form of field notes. Then, the researcher analyzed the result of students' task and the field notes as the products of observations.
4. **Reflection.** The researcher and the English teacher did the reflection based on the result of students' work artefacts and field notes.
5. **Conclusion.** Conclusion was drawn to answer the research questions. The decision whether Cycle 2 was needed to be done was also made in this stage. The mean score and the percentage of students passing the standard score were increasing, it can be concluded that the action was successful. Therefore, the second cycle is not needed.

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3.2. Research Context

This action research was conducted at SMAN 2 Jember which is chosen purposively to be the area to conduct the study for a number of reasons. First, the researcher got easy access to conduct the study from the school principal and the English teacher. Previously, the researcher was involved in several events held by the school. Therefore, we have known each other quite well. Second, this school has implemented 2013 Curriculum in which "reading descriptive text" becomes one of the basic competencies in the curriculum and English subject is taught twice a week. Third, the English teacher agreed and was interested in doing collaboration in this study. Moreover, the English teacher never used video-based materials during teaching reading.

3.3 Research Participants

The purposive method was applied to determine the research participants. They were selected according to the researcher's personal judgement (Fraenkel and Wallen, 2012:87). The researcher chose one class (the one having difficulties in reading comprehension) of the tenth-grade students. To select that particular class, the researcher administered reading test to 10 classes of the tenth-grade students. Based on the results of reading test class, X IPA 8 was selected to be the research participants because this class had the lowest mean scores (78.8) in reading comprehension.

3.4 Intervention Design and Procedures

The materials that were taught to the students are descriptive texts focusing on popular places as stated in Basic Competence 3.4 and 4.4 of the English 2013 Curriculum. The popular places around the world that were discussed are the ones from all around the world namely Stonehenge, Great Wall of China and many more.

In the first meeting students read the scrolling texts appearing in the video of 'The Statue of Liberty' and 'The Stonehenge'. In the second meeting, the video were about "Golden Gate Bridge" and "Great Wall of China". Each video has the duration up to 5 minutes and were displayed twice. After reading the scrolling text

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in the video, the students will answered twelve multiple-choice comprehension questions in twenty minutes.

According to the school and curriculum regulation, the time allocation for each meeting is 2 x 45 minutes. The researcher used the first 10 minutes for doing set induction and giving the students brief explanation about generic structure, language features and social function of descriptive text. The next 10 minutes were spent to watch and read the scrolling text in the video. After that, students had 20 minutes to answer 12 comprehension questions focusing on four aspects, namely subject matter (MAT); clarifying devices (DEV); supporting details (DET); and vocabulary (VOC) with three question items for each. Finally, the researcher used the last 5 minutes for discussion and closing. In the second forty five minutes, the teacher repeated those steps but the contents of video were different. In conclusion, the students had two kinds of materials in one meeting.

Dealing with the teaching methodology, the researcher applied scientific approach as it is recommended by 2013 Curriculum. The teaching procedures are showed in the following:

1. **Observing:** in this step, students received information about the generic structure, language features and the social function of descriptive text. They also watched and read the video. The video have English subtitles and the students had two opportunities to watch the video and read the scrolling script.
2. **Questioning:** in this step, students gave questions about something that they did not understand about the content of the video or about the descriptive text itself.
3. **Experimenting:** The researcher asked the students to absorb the information from the video. This step gradually varied from class discussion, group discussion, paired activities, and individual activities.
4. **Associating:** The researcher gave the comprehension task and asked the students to answer the questions after they finished watching the video.
5. **Communicating:** The researcher asked the students in the class to discuss the information they got from the video and presented their work in front of the class.

3.5 Data Collection Methods

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3.5.1 Observation

Observation was used to collect data about: (1) how video-based materials helps students understand the contents of reading text, and (2) in what ways video-based materials change senior high school students' strategies in comprehending the reading text. During the observation, the English teacher and the researcher wrote **field notes** which are notes written by the researcher(s) during the act of qualitative fieldwork to remember and record the behaviors, activities, events and other features of an observation (Schand, 2015:42). As the qualitative data, field notes served as evidence to create meanings and to understand the situations being investigated. In this case, field notes illustrated how students understand the contents of reading materials, how students extract information from the reading materials, and how students comprehend the reading materials correctly. Observation were conducted in meeting one and meeting two.

3.5.2 Reading Comprehension Test

Achievement test is used to measure how successful a person, a group or the course themselves has achieved the objectives (Hughes, 2003). The researcher administered an achievement test to measure students' reading comprehension achievement to know how successful the students have achieved the goal. The reading test has met the content validity because it was developed based on the basic competence of reading skill stated in the 2013 Curriculum. The Basic Competence 3.4 states that students are expected to be able to distinguish social function, general structure and language features of verbal and written descriptive text dealing with popular or historical people, places and building, whereas Basic Competence 4.4 states that students are expected to be able to understand a contextual meaning that deals with social function, general structure and language features of verbal and written descriptive text dealing with popular or historical people, places and building.

As previously identified in preliminary study, most of the students failed making conclusion, choosing the correct statements and identifying implicit meaning of the text. Besides, most of them also had a problem with unfamiliar vocabularies. In order to solve the problem, the researcher focus on the four aspects

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of reading. Those four aspects are subject matter (MAT); clarifying devices (DEV); supporting details (DET); and vocabulary (VOC). The researcher decided to use multiple-choice test because it can test a wide range of reading skills, beginning from the literal level of comprehension up to the highest level of comprehension. In addition, the multiple-choice test is more practical in terms of scoring and time efficiency. It does not take much time to score the students' work (Ary, *et al*, 2010:11).

In the end of the cycle, the researcher conducted a reading comprehension test. The test started by watching the video and reading the scrolling script. After that, the students answered 20 questions (test items) in form of multiple choice test. The questions were about four aspects, they are subject matter (MAT); clarifying devices (DEV); supporting details (DET); and vocabulary (VOC). Every question was worth 5 points. If the students can answer all the questions correctly, they got 100 points.

3.6 Data Analysis Method

There are two kinds of data analysis method: qualitative and quantitative data analysis.

3.6.1 Qualitative Data Analysis

Field notes were analyzed thematically by using interactive model of data analysis (Miles & Huberman, 1994). This model consists of four link streams, i.e., data collection, data reduction, data display and conclusion-drawing as illustrated in the following flowchart.

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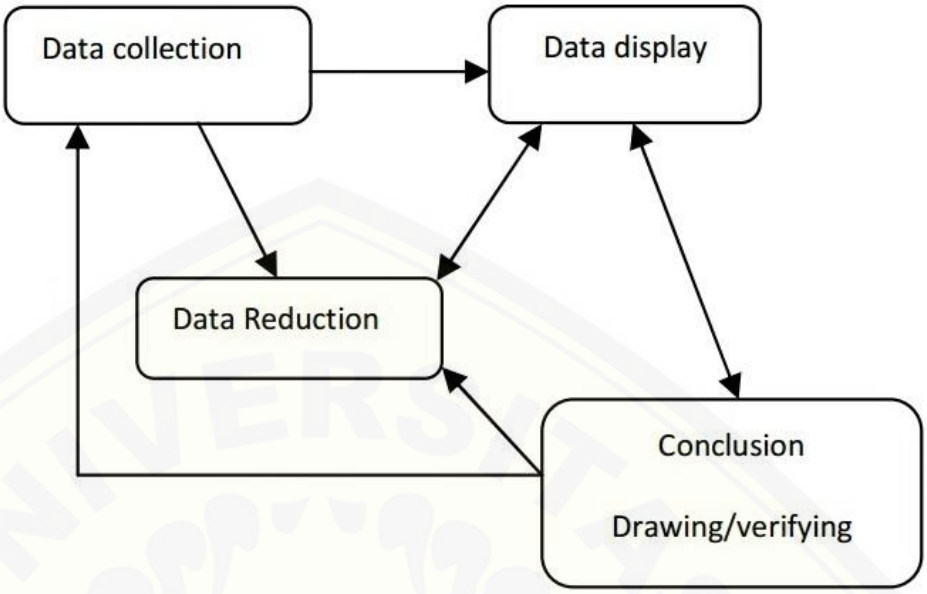

Figure 3. 2 Interactive Model of Data Analysis (Miles & Huberman, 1994)

Flowchart in Figure 3.2 can be explained in the following:

1. **Data collection:** in this step, the field notes were collected from each activity. The collaborator or the English teacher took notes while observing the activity of the students. The field notes are concerned about the four indicators observed namely; subject matter (MAT); clarifying devices (DEV); supporting details (DET); and vocabulary (VOC).
2. **Data reduction:** in this step, the researcher eliminated data that are not necessarily needed. The data in the field notes were coded according to the students' problems in comprehending reading texts. The problems in reading were categorized into the problems with: (1) subject matter (MAT); (2) clarifying devices (DEV); (3) supporting details (DET); and (4) vocabulary (VOC).
3. **Data display:** the data is displayed using the following table.

	MAT	**DEV**	**DET**	**VOC**
Activity 1				

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Activity 2				
Activity 3				
Activity 4				

(Table 3. 1 Table of Data Display)

4. **Conclusion Drawing and Verification**

In this step, the researcher tried to draw a tentative conclusion from the available data collected in the fieldnotes. To verify the validity of data that the researcher have tentatively concluded, the researcher crosschecked it by doing observation again during the teaching and learning process of reading by applying video-based reading materials in the second meeting. Verifying data by doing observation again in the classroom is important in order to draw a valid conclusion.

3.6.2 Quantitative Data Analysis

Here is the formula that the researcher used in analyzing the product of evaluation.

$$M = \frac{\sum X}{N}$$

Notes:
M : the students' mean score
∑M : the total score of the students' reading test
N : the total number of the students doing the test

(Cohen *et al*, 2000:326)

.

$$S = \frac{R}{N} x\ 100\%$$

Notes:
S: the percentage of the total number of students whose score is ≥ 80
R: the total number of students whose score is ≥ 80
N : the total number of the students doing the test

(Purwanto, 2009:112)

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If the average score and the number of students who pass the standard score were increased than it can be concluded that the cycle was successful. That is why the researcher did not need to conduct the second cycle.

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CHAPTER 5. CONCLUSIONS AND SUGGESTIONS

This chapter reports the conclusion of this action research and some recommendations addressed to the English teacher and the future researchers.

5.1 **Conclusions**

In reference to the research findings and discussion, the following conclusions can be drawn:

(1) Video-based reading materials could help senior high school students comprehend the reading texts through the strengths of visual images in the video. The students could comprehend the information from the video-based reading materials on the aspects of macro reading skills (subject matter, clarifying device) and micro reading skills (supporting details and vocabulary). Video-based materials helped the students in subject matter by activating their background knowledge. Second, it cannot be denied that it was a little bit hard for the students to finish clarifying device question even with video-based materials but in the end by gave them sufficient amount of time the students could pass. In supporting details and vocabulary the students are helped through how moving images gave them pictures or idea in mind about the information they need to absorbed. Moreover, the audio support of video-based materials helped the students to know the correct pronunciation of certain vocabularies.

(2) Video-based reading materials could improve senior high school's reading comprehension as indicated by the number of students who achieved minimum standard score at the end of the action. There was an increase of 34.37 % of the students who have achieved the minimum standard score, i.e. from 54.2 % before the action up to 88.57 % after the action was given. There was an increase of 34.37 % of the students who have achieved the minimum standard of score).

5.2 **Suggestions**

Based on the research result, some suggestions are addressed to the English teachers and the next researchers.

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(1) For the English teacher, it is suggested that video-based reading materials are used in the teaching of reading. Teachers need to select video-based materials suitable to teach different types of texts as suggested in the curriculum.

(2) Furthermore, this result may be beneficial for future researchers who are interested in conducting research on video-based reading materials of different texts to different levels of students through action research or experimental research.

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APPENDIX. A

RESEARCH MATRIX

TITTLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCE	RESEARCH METHOD
Developing Senior High School Students' Reading Comprehension through Video-Based Reading Materials : An Action Research	1. In what ways do video-based reading materials change senior high school students' strategies in comprehend-ing the reading text? 2. How many students have achieved the minimum standard scores of reading comprehensi-on after the	**Independent Variable:** Video-Based Reading Materials **Dependent Variable :** Students' Reading Comprehension	**Independent:** 1. Audio 2. Moving images (Smaldino, Russell, Heinich & Molenda (2002:28)) **Dependent:** 1. The final reading score of students on: a. <u>Macro</u> - Subject Matters	**1. Participants of the research:** X Grade students **2. Informant and collaborator:** the English teacher of the tenth grade students at SMA Negeri 2 Jember **3. Documenta-tion:** the participants' preliminary reading score	**1. Research Design** Classroom action research by cycle model, the stages for each cycle are: 1. Reconnaissance 2. Plan 3. Action 4. Observe 5. Reflection (Kemmis and McTaggart 1988:19) **2. Research Area** Purposive Method **3. Research Subject** Purposive Method **4.Data Collection Method** 1. Fieldnotes and Students' work artefacts

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	implementation of action using video-based reading materials?		- Clarifying Devices b. Micro - Supporting Details - Vocabulary (adapted from Lin 2016)		2. Reading Comprehension Task and Test **5.Data Analysis Method** 1. Qualitative Data Analysis 2. Quantitative Data Analysis - The students' final reading score increase from the preliminary reading test. - The Percentage of students who pass the standard score is more than 75% Where: X/N x 100% X= The total number of students who pass the minimum score N= Number of the students (Adopted from Cohen *et al*, 2000:326)

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APPENDIX . B

The Interview Result

Interview was done on August, 30th 2019 at SMAN 2 Jember with the English teacher who becomes the collaborator on this research

No	Question	Answer
1	What curriculum is used at SMAN 2 Jember?	We use Kurikulum 2013
2	How many times is English taught at SMAN 2 Jember?	2 x 45 Minutes
3	What is the allocated time in one meeting?	The time allocation in SMA Negeri 2 Jember is 2 X 45 minutes
4	How many classes do you teach?	8
5	What are the students' difficulties in reading comprehension?	Usually the students have difficulties in developing their ideas to answer question in which the answer is not stated in the text. I think it is because they do not understand the meaning of each words or vocabulary, so they miss some points. Sometimes it is also beacause they do not understand the issue or the topic, so they do not have ideas to answer such comprehensive question.
6	How do you solve the problem?	I solve the problem by explaining how they can obtain implicit data from the text. I explain to them about the issue first. If they still do not understand I allow them to search further information through internet or have a group discussion with desk-mate or group of friend. I give them task to practice and then we will discuss about it together in the classroom.
7	Have you ever used a certain technique in teaching reading?	I don't have certain techniques in teaching but I have certain type of task and test. When I compose the question, I usually make it as analyzing question. For example "why" , "how" and etc. By doing that, I hope my students will be trained to think critically.

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8	What media do you use for teaching reading?	I do not use certain media to teach reading, but sometimes I use presentation or picture while teaching.
9	Have you ever used video-based materials to teach reading?	No, I have not.
10	What do you think of using video-based materials to teach reading?	I am so interested in knowing about it more. I am always interested in updating learning environment but as a teacher with a bunch of responsibility in teaching or structural staff, I cannot find enough time to it. That's why I am so interested in this research about video-based materials.

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APPENDIX . C

PRELIMINARY TEST

NAME: CLASS:

Lionel Messi: The Greatest Footballer in the World

Lionel Andrés Messi was born on 24 June 1987 in Rosrio, the third children of Jorge Messi, a steel factory manager, and his wife Celia Cuccittini. Messi is an Argentine professional footballer who plays as a forward and captains for both Barcelona and the Argentina national team. Often considered the best player in the world and widely regarded as one of the greatest players of all time, Messi has a record-tying five Ballon d'Or awards, and a record six European Golden Shoes.

He has spent his entire professional career with Barcelona, where he has won a club-record 34 trophies. As a prolific goalscorer and a creative playmaker, Messi holds the records for most goals in La Liga (419), most hat-tricks in the UEFA Champions League (8), and most assists in La Liga (169). He has scored over 695 senior career goals for club and country.

Lionel Messi has married with his childhood bestfriend, Antonella Roccuzzo in 2011. They have three beautiful sons. Their names are; Thiago, Mateo and Ciro. Lionel Messi family becomes bestfriend with the family of Luiz Suarez, his playmate at Barcelona FC. Antonella Roccuzzo and Sofi Suarez has established a fashion company in Catalunya, Spain. Now, Lionel Messi has become one of the world's richest athlete since he is the best player in the world.

www.espn.com

Please give a cross (x) to the right answer.

1. What is the first paragraph mainly about?
   a. Lionel Messi
   b. Lionel Messi's parents
   c. Lionel Messi's career
2. What is the second paragraph mainly about?
   a. Lionel Messi's Goals
   b. Lionel Messi's Career
   c. Lionel Messi's Club

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3. What is the third paragraph mainly about?
   a. Lionel Messi's Marriage life
   b. Lionel Messi's Business life
   c. Lionel Messi's Private life
4. What is the text mainly about?
   a. Lionel Messi
   b. The Greatest Athlete
   c. Famous Person
5. What is the correct statement from the text?
   a. Lionel Messi is a professional Brazillian football player
   b. Luis Suarez is the second greatest football players
   c. Jorge Messi is a steel factory manager
6. Why does the writer say 'widely regarded as one of the greatest players'?
   a. Assuming that he is the best
   b. Promoting that he is the best
   c. Proving that he is the best
7. Why does the writer say 'greatest player of all time'
   a. No one is better than him
   b. He is the best in the history
   c. He has the most trophies
8. What is the meaning of 'he holds the records' ?
   a. He is approved
   b. He is nominated
   c. He is considered
9. What does it mean by saying 'childhood bestfriend' ?
   a. Friends of many years
   b. Friends of past time
   c. Friends of good time
10. What does it mean by saying 'world's richest athlete' ?
    a. Top paid athlete
    b. Top score athlete
    c. Top awarded athlete
11. Who is Lionel Messi's mother?
    a. Antonella Roccuzzo
    b. Celia Cuccittini
    c. Sofi Balbi
12. What is Lionel Messi's father's job?
    a. Factory manager
    b. Club manager

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c. Finance manager

13. Where does Lionel Messi spend his club career?
    a. Rosario
    b. Barcelona
    c. Catalunya
14. How many goals does Lionel Messi make?
    a. 695
    b. 419
    c. 169
15. When does Lionel Messi get married?
    a. In 2010
    b. In 2011
    c. In 2012
16. What is the synonym of ‘greatest’ ?
    a. Experienced
    b. Powerful
    c. Best
17. What is the synonym of ‘captain’ ?
    a. Quarterback
    b. Boss
    c. Person in charge
18. What is the synonym of ‘entire’ ?
    a. Everything
    b. Whole
    c. Forever
19. What is the antonym of ‘bestfriend’ ?
    a. Rival
    b. Competitor
    c. Family
20. What is the antonym of ‘rich’ ?
    a. The haves
    b. Poverty
    c. Broke

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Answer Key

1. A
2. B
3. C
4. A
5. C
6. A
7. B
8. A
9. B
10. A
11. B
12. A
13. B
14. A
15. B
16. C
17. A
18. B
19. A
20. C

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APPENDIX. D

The Tenth Grade Students' Previous Reading Score

NO	X MIPA 1		X MIPA 2		X MIPA 3		X MIPA 4	
	STUDENTS INNITIAL	SCORE	STUDENTS INNITIAL	SCORE	STUDENTS INNITIAL	SCORE	STUDENTS INNITIAL	SCORE
1	AANRUA	80	ACSD	75	ARM	85	AFW	85
2	AIS	85	ABA	80	AF	75	AF	85
3	ABMC	80	ANA	85	AFF	95	ADFP	85
4	AP	85	ARSAW	95	AAM	90	AA	85
5	ARP	90	AMW	90	ARI	70	ARE	80
6	AMN	90	ANFR	85	DDDK	80	AI	80
7	AM	90	AC	95	ENW	80	AA	95
8	ASMR	75	BMLM	90	FNPA	90	DSA	80
9	BBM	80	DRER	85	FNFB	90	DSRP	90
10	CCF	80	DRLP	85	FHPR	80	DRAM	95
11	CAS	75	ERVA	80	FYH	85	FWA	90
12	EDRP	90	FDN	75	GDAB	90	FGCF	85
13	ERL	75	FRA	75	IBM	95	GAMA	85
14	FK	85	FMP	75	JDR	90	IDF	80
15	FNRR	75	FAR	80	LHJ	85	IKN	80
16	FSA	95	HYPH	85	MM	90	IMP	85
17	GAP	90	GLP	70	MRM	90	IHM	90
18	GPDPD	80	GAG	70	MDKS	80	JSK	90
19	IKEA	70	GIPP	85	MFA	85	KUP	85
20	JF	80	MRDA	80	MIPR	75	MN	85
21	MPN	80	MAAAV	80	MSA	80	MAS	85
22	MRMR	85	NVWR	80	NN	85	MDEP	80
23	MTS	85	NAPA	90	NZA	90	MGT	85
24	MFP	70	PRS	75	PNA	75	MRJ	85
25	NHH	75	RAS	70	PMA	80	MZH	80
26	NLFF	85	RPAMM	80	RDNH	85	NPH	75
27	NARW	85	RDSF	80	RRY	85	NTP	75
28	PYA	90	RTD	80	RML	85	NATND	90
29	QAR	95	SMAR	75	RNJ	80	PBM	95
30	RPP	85	SRWW	90	SJM	75	PDFRG	75
31	RHD	85	SYP	95	SFWZ	85	PCP	90
32	RM	80	SU	80	UAK	85	RMO	80
33	RAASTBA	90	TTA	80	VWN	80	RBH	80
34	SJD	75	ZJG	85	WADD	90	RDTL	95
35	SDS	75	ZRA	90	ZAD	95	SUMK	90
36	SAFS	80			ZFZ	80	TFPR	70
	AVERAGE	**82,5**	**AVERAGE**	**82**	**AVERAGE**	**84,3**	**AVERAGE**	**84,5**
	STUDENTS WHO PASS	**75%**	**STUDENTS WHO PASS**	**77,1%**	**STUDENTS WHO PASS**	**86,1%**	**STUDENTS WHO PASS**	**88,8%**

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The Tenth Grade Students' Previous Reading Score

NO	X MIPA 5		X MIPA 6		X MIPA 7		X MIPA 8	
	STUDENTS INNITIAL	SCORE	STUDENTS INNITIAL	SCORE	STUDENTS INNITIAL	SCORE	STUDENTS INNITIAL	SCORE
1	AHS	75	AAP	80	AAP	85	AJAD	90
2	APA	70	AFIT	80	AAN	80	AYMA	85
3	ADAPR	75	ANR	80	AN	90	AMN	85
4	ACEA	65	AAAP	85	AZ	90	ADB	80
5	ACAW	80	APR	100	DFP	85	AS	70
6	CZY	85	APM	90	EAPAP	80	AAP	75
7	DD	85	AHKT	80	FREW	75	AB	85
8	DAW	85	AFA	80	FDC	60	ANP	MOVE
9	DANA	90	BNA	70	JGKR	80	AF	70
10	DMA	85	BDS	75	JSRBS	80	ARA	80
11	DFL	80	BASB	80	KMA	80	AAM	65
12	DRS	85	CVP	70	MDS	85	ARN	85
13	GLP	95	DVE	65	MNAA	75	BUS	60
14	HK	80	DF	85	MDF	90	CEEM	70
15	HS	90	DAM	80	MSRM	85	DNEMH	90
16	MRR	90	DRS	85	MBQ	80	DFR	70
17	MDP	80	EZJ	80	MDAA	80	DPB	70
18	MAF	85	HKS	80	MSRW	80	DIYN	85
19	MRP	90	IEF	90	NSCK	75	DAR	65
20	NSR	65	LPRH	90	NZR	80	DFB	85
21	NSPK	75	LSCM	80	PEA	80	MRRP	75
22	PHP	80	MRAR	85	PAN	70	MRFPA	70
23	RNR	85	MNR	75	PJM	85	MFES	80
24	RNA	90	MFRK	90	PJAT	90	NZA	70
25	RGP	95	MBSM	90	QSS	100	PPW	85
26	RTS	85	MNA	95	RAR	75	QAFR	85
27	RH	90	RDR	85	RRTLG	80	RST	50
28	SZSH	85	RGP	85	RS	85	RDS	60
29	SASP	85	RAYP	85	RF	80	SBSF	75
30	TSARP	70	RZA	80	RAK	90	SRPA	70
31	TSR	75	RAF	80	RSA	80	SKDP	80
32	TSA	85	RRMN	80	RMK	75	TWP	80
33	VDAF	85	SJS	80	SS	80	YDF	70
34	WNDYU	95	SGMP	80	WAN	85	YK	85
35	WN	80	SPA	80	YIB	80	YKD	85
36	ZFR	80	VRHJ	90	ZVS	70	ZGI	85
	AVERAGE	**82.63**	**AVERAGE**	**82,36**	**AVERAGE**	**81,11**	**AVERAGE**	**78,38**
	STUDENTS WHO PASS	**77,7%**	**STUDENTS WHO PASS**	**86,1%**	**STUDENTS WHO PASS**	**77,7%**	**STUDENTS WHO PASS**	**54,2%**

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The Tenth Grade Students' Previous Reading Score

NO	X IPS 1		X IPS 2	
	STUDENTS INNITIAL	SCORE	STUDENTS INNITIAL	SCORE
1	ART	85	AJR	90
2	ASE	80	AYWS	85
3	ATV	65	AML	85
4	AZR	90	ADB	80
5	DFT	85	ARE	70
6	EADR	80	AAD	75
7	FRIT	75	ABW	85
8	FSE	60	AHY	80
9	JGO	80	AC	70
10	JSS	80	AJI	80
11	KOT	MOVE	ANM	70
12	MDW	85	APN	85
13	MNB	75	BTS	65
14	MDC	90	CWEM	70
15	MSA	85	DMH	90
16	MBVF	80	DQR	70
17	MA	80	DB	70
18	MQW	80	DTE	85
19	NSNC	75	DOR	65
20	NTYU	80	DBH	85
21	PEFT	80	MFP	75
22	PIP	70	MPA	70
23	PJK	85	MES	80
24	PJL	90	NJI	70
25	QSU	100	PKW	85
26	RER	75	QTR	85
27	RLG	80	RJT	65
28	RBS	85	RMBS	60
29	RKO	60	SBIP	85
30	RAG	90	SPOA	80
31	RSH	80	SGTP	80
32	RMI	75	TWR	MOVE
33	STO	80	YFD	80
34	WRN	85	YKL	85
35	YIV	80	YKV	85
36	ZVQ	70	ZHY	85
	AVERAGE	**77,85**	**AVERAGE**	**79, 85**
	STUDENTS WHO PASS	**71,42%**	**STUDENTS WHO PASS**	**60%**

Notes: The highlighted table of students' name means that the score didn't pass the standard score.

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APPENDIX. E

The Percentage of Tenth Grade Students at SMA Negeri 2 Jember Achieved the Standard Score (≥80) for Reading

NO	CLASS	PERCENTAGE
1	X IPA 1	75%
2	X IPA 2	77,1%
3	X IPA 3	86,1%
4	X IPA 4	88,81%
5	X IPA 5	77,7%
6	X IPA 6	86,1%
7	X IPA 7	77,7%
8	X IPA 8	54,2%
9	X IPS 1	71,42%
10	X IPS 2	60%

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APPENDIX. F

Lesson Plan-Meeting 1

Level : Senior High School (SMA)
Subject : English (Wajib)
Grade/Semester : X / 1
Text Type / Theme : Descriptive / Popular Places
Language Skill : Reading Skill
Time Allocation : 2 X 45 minutes

A. Core Competence

KI 1 : Menanggapi dan mengamalkan ajaran agama yang dianutnya.
KI 2 : Menghargai perilaku (jujur, disiplin, tanggung jawab, peduli, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat, dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan keagamaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadiannya yang tampak mata.
KI 4 : Mencoba, mengolah, dan menyaji berbagai hal dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan dari berbagai sumber yang sama dalam sudut pandang/teori.

B. Basic Competence and Indicators

No	Basic Competence	Indicators
3.4	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tokoh, tempat wisata dan bangunan bersejarah terkenal dengan konteks penggunaannya	3.4.1 Identifying the social function, generic structure and language features of descriptive text provided by the teacher. 3.4.2 Identifying similarities and differences between two descriptive texts given by the teacher
4.4	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan	4.4.1 Solving comprehension questions related to subject matters

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	unsur kebahasaan teks deskriptif, lisan dan tulis, terkait tokoh, tempat wisata dan bangunan bersejarah terkenal.	4.4.2 Solving comprehension questions related to device clarification 4.4.3 Solving comprehension questions related to supporting details 4.4.4 Solving comprehension questions related to vocabulary

C. Learning Objectives

Students are able to:

1. Show the seriousness in understanding the meaning of the text
2. Show the discipline and responsible in reading through descriptive text
3. Identify the social function, generic structure and language features of descriptive text provided by the teacher.
4. Answer comprehension questions related to subject matters correctly
5. Answer comprehension questions related to device clarification confidently
6. Answer comprehension questions related to supporting details correctly
7. Answer comprehension questions related to vocabulary confidently

D. Materials

Descriptive text is a text that describes what a person, an animal, a place, or a thing is like. The function is to describe and reveal a person, an animal, places, or thing. There are two generic structures of descriptive text, such as:

a. **Identification** : identify the phenomenon to be described
b. **Description** : describing the phenomenon in parts, qualities, or/and

The descriptive text also has **language features**. They are:

1. Using specific nouns (for example: my teacher, my idol, etc.)
2. Using simple present tense (for example: he <u>is</u> handsome, she <u>works</u> as actress, they <u>have</u> a popular song)
3. Using adjectives (for example: young, old, slim, fat, etc.)
4. Using detailed noun phrase (for example: Iqbal has <u>black short hair</u>)
5. The use of action verb: verbs that show an activity (for example, run, sleep, walk, cut etc)

E. Teaching Approach

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Approach : Scientific Approach

Steps : Observing, Questioning, Experimenting, Associating, Communicating

F. Learning Media and Resources

1. Media : Power point presentation, whiteboard, the video materials file, viewer.
2. Learning Resources:

a. The Statue of Liberty: https://youtu.be/usHRc7G0gVo

b. The Stonehenge: https://youtu.be/wf7xwHFuH2o

G. Teaching and Learning Activity

	Meeting 1		
	RESEARCHER'S ACTIVITY	**STUDENTS' ACTIVITY**	
1	**Set Induction**		**10 Minutes**
	1. Greeting the students 2. Checking students' attendance list 3. Giving a riddle and showing the picture of popular place 4. Mentioning the objective of the learning	1. Greeting the teacher 2. Responding and paying attention to the teacher 3. Try to answer the riddle and looking at the picture of popular place 4. Paying attention on the objectives of the learning	
2	**Main Activities**		**65 Minutes**
	1. **Observing:** in this steps, the researcher will elicit the students to observe information about the generic structure, language features and the social function of descriptive text. Then, the researcher will ask the	1. **Observing:** observing information about the generic structure, language features and the social function of descriptive text. Then watch and read the caption of the video twice.	**(15 minutes)**

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	students to watch and read the video about *The Statue of Liberty* The video will have English subtitles and the students will have two opportunities to watch and read the video about *The Statue of Liberty* 2. **Questioning:** in this steps, researcher asks the students to give questions about the generic structure, language features and the social function of descriptive text. 3. **Experimenting:** The researcher will ask the students to absorb the information from the video with a group of 4 4. **Associating:** The researcher will give the comprehension task and ask the students to answer the questions through Task 2 after they finish watching the second video about *The Stonehenge*. 5. **Communicating:** The researcher will ask the students in the class to discuss the information they get from reading the video orally in front of the class.	2. **Questioning:** give questions about the generic structure, language features and the social function of descriptive text. 3. **Experimenting:** absorb the information by reading the video and do Task 1 4. **Associating:** receiving comprehension task and answer the questions through Task 2 after watching the second video about *The Stonehenge.* 5. **Communicating:** discuss the information from the video orally in front of the class.	**(3 minutes)** **(7 minutes)** **(25 minutes)** **(10 minutes)**
3.	**Closure**		**15 Minutes**

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	1. Giving the students the chance to ask question. 2. Guiding the students to make conclusion 3. Stating the conclusion. 4. Closing the session	1. Asking some questions related to the material 2. Concluding about what they had already learned 3. Paying attention to the teacher 4. Responding the teacher	

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H. Assessment

Product Assessment	**Process Assessment**
- Method : Giving reading task - Instrument : Reading scoring rubric (used to assess students' product of writing)	- Method : Observation - Instrument : Field notes filled by collaborator

- **Technique:** Giving a checklist on every correct answer according to four target aspects. In conclusion, if all items are correct the student will get 100 in total score. Every items will represent 8,33 as a result of maximum score : number of items.
- **Instrument:**

Reading Comprehension Assessment Sheet

School : SMAN 2 Jember

Subject : English/Video-Based Reading Materials

Year : 2019/2020

No	**Students' Name**	**MAT**			**DEV**			**DET**			**VOC**			**Total Score**
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
1														
2														
3														
4														
5														
6														
7														
8														
9														
etc														

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Enclosure

APPENDIX 1

Instructional Materials

1. Pre-Instructional Activities
   a. Giving a riddle
   I am one of the most phenomenal statues in the word. I am located in the USA. I become a symbol of USA. What am I?
   b. Showing Statue of Liberty picture :

2. Main Activity

   a. Explaining about Descriptive Text

Descriptive text is a text that describes what a person, an animal, a place, or a thing is like. The function is to describe and reveal a person, an animal, places, or thing. There are two generic structures of descriptive text, such as:

- **Identification** : identify the phenomenon to be described
- **Description** : describing the phenomenon in parts, qualities, or/and details about what being described

The descriptive text also has **language features**. They are:

- Using specific nouns (for example: my teacher, my idol, etc.)
- Using simple present tense (for example: he <u>is</u> handsome, she <u>works</u> as actress, they <u>have</u> a popular song)
- Using adjectives (for example: young, old, slim, fat, etc.)
- Using detailed noun phrase (for example: Iqbal has <u>black short hair</u>)
- The use of action verb: verbs that show an activity (for example, run, sleep, walk, cut etc)

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Example of Descriptive Text:

1	Title	**STATUE OF LIBERTY**
2	Identification	The Statue of Liberty is one of the most recognizable landmarks in the world. It is located in New York Harbour, United States of America. The official name of the statue is 'Liberty Enlightening the World'.
3	Description	This statue is a gift from the government of French to United States in 1886. The gift symbolizes international friendship between both countries. The story behind the statue is started at 1865. Edoard de Laboulaye, a Frenchman, proposed that France should create a monument for the US. Ten years later the sculptor Auguste Bartholdi was commissioned to design the statue

(Transcribed from https://youtu.be/usHRc7G0gVo)

c. Explaining macro and micro reading comprehension

Macro	Subject Matters	Finding out the implied meaning of certain part of the text.
	Clarifying Device	Making clearer meaning of certain statement from the text.
Micro	Supporting Details	Pointing out explicitly stated information from the text.
	Vocabulary	Finding the synonym or antonym of certain word from the text.

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APPENDIX 2

TASK 1:

Instruction:

1. Students watch and read the scrolling script in the video about Statue of Liberty: https://youtu.be/usHRc7G0gVo
2. Students will find out the generic structure and language features of the reading materials through class discussion
3. Students will be divided into 4 groups based on the seat row
4. Every group should answer the quiz of macro micro comprehension

ROW 1: **SUBJECT MATTERS**	**ROW 2:** **CLARIFYING DEVICES**	**ROW 3:** **SUPPORTING DETAILS**	**ROW 4:** **VOCABULARY**
1. What is the text mainly about? 2. What does Liberty symbolize?	1. What does it mean by saying 'most recognizable landmark' ? 2. What does it mean by saying 'story behind the statue' ?	1. Who is the designer of Liberty? 2. How many crate does it need to transport the whole part of the statue?	1. What is the synonym of 'monument' ? 2. What is the meaning of 'oxidize' ?

5. After discussing the answer, the researcher will call upon the representatives of each group to present their result orally in front.
6. Peer feedback will be allowed and the researcher will give the right answer by re-reading the video

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APPENDIX 3

TASK 2: Individual Activity

Instruction: Please read the video carefully then choose the right answer of these questions!

Video: https://youtu.be/wf7xwHFuH2o

1. What is the text mainly about?
   a. National monument
   b. Stone monument
   c. New monument

2. What is being discussed mainly at minutes 2.20 – 2.50?
   a. Specifications of the stones
   b. Arguments on the stones
   c. Advantage of the stones

3. What is the correct statement of the text?
   a. Stonehenge is located at Wales
   b. Stonehenge is possibly crowded at midsummer
   c. Stonehenge is made of clay

4. What does it mean by saying 'no written records' ? (paragraph 1)
   a. There is no documents providing information of Stonehenge
   b. There is no correspondents telling the information of Stonehenge
   c. There is no place showing information about Stonehenge

5. What does it mean by saying 'religious ceremonies' ? (paragraph 2)
   a. A traditional ritual dealing with certain tribe or cultures
   b. A ritual dealing with the faith and worship activity
   c. A ritual dealing with celebration of happiness

6. What does it mean by saying 'world heritage site' ?
   a. The site that everyone in this world should protect
   b. The site that every government in this world should protect
   c. The site that belongs and is privatized to one specific country

7. How old is Pyramid in Giza ?

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a. Older than Stonehenge
b. Younger than Stonehenge
c. The same age to Stonehenge

8. Where is the origin of bluestones?
   a. Manchester
   b. London
   c. Wales

9. Why do people visit Stonehenge at midsummer or midwinter?
   a. To witness how the Stonehenge is arranged
   b. To witness the religious ceremony
   c. To witness the ancient phenomena

10. What is the synonym of ‘huge’ ?
    a. Big
    b. Wide
    c. Large

11. What is the synonym of ‘ancient’ ?
    a. Fresh
    b. Modern
    c. Dateless

12. What is the antonym of ‘carefully’ ?
    a. Correctly
    b. Carelessly
    c. Quickly

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APPENDIX 4

ANSWER KEY OF TASK 1

ROW 1: SUBJECT MATTERS	ROW 2: CLARIFYING DEVICES	ROW 3: SUPPORTING DETAILS	ROW 4: VOCABULARY
1. famous landmark in the US namely Statue of Liberty 2. liberty symbolizes hope and friendship	1. the most famous landmark 2. the history of the statue	1 Auguste Bartholdi 2. 214	1. headstone 2. dehydrogenate with the action of oxygen

Answer Key and Specification of TASK 2

No	Key	Specification
1	B	Subject Matters
2	A	
3	B	
4	A	Clarifying Device
5	B	
6	A	
7	B	Supporting Details
8	C	
9	C	
10	A	Vocabulary
11	C	
12	B	

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APPENDIX 5
Video Transcription
Task 1: "Statue of Liberty"

STATUE OF LIBERTY

The Statue of Liberty is one of the most recognizable landmarks in the world. It is located in New York Harbour, United States of America. The official name of the statue is 'Liberty Enlightening The World'. This statue is a gift from the government of French to United States at 1886. The gift symbolizes international friendship between both countries.

The story behind the statue is started at 1865. Edoard de Laboulaye, a Frenchman, proposed that France should create a monument for the US. Ten years later the sculptor Auguste Bartholdi was commissioned to design the statue. The American people agreed to pay for the pedestal of the statue to stand on, while the French people would fund the statue of liberty itself, but raising enough money was difficult. The statue was completed in France in 1884, almost ten years after it was commissioned. But the pedestal wasn't finished for another two years in April of 1886. The statue was transported in 350 individual pieces which were packed in 214 separate crates. Once the pedestal was completed, it took four months to reassemble the statue. Finally, on October 28, 1886, President Grover Clevaland dedicated The Statue of Liberty, an event celebrated by bands, parades, speeches and fireworks. The Statue of Liberty quickly became a famous landmark. For many immigrants who came to the US through New York, it was their first sight of their new country. For others, it symbolizes the idea of freedom in America.

The statue depicts a woman in a robe, representing *libertas,* the roman goddess of liberty, she has a crown on her head with seven points, said to represent the seven seas or the seven continents of the earth. She is holding a stone tablet in one hand which reads July 4th 1776 in Roman numerals, honouring the date of the signing of the declaration of independence. In her other hand, she holds high a flaming torch covered in gold leaf. The statue of liberty itself is covered in layer of copper less than 2 pennies thick. Originally, the statue was the same bright copper colour as a new penny but after less than twenty years of standing out in the sun and rain, the copper began to oxidize, turning her the green colour we recognize today. The statue weighs 450,000 lbs or 225 tons, and stands over 151 feet or 46 meters high, not including the pedestal she stands

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on. With the pedestal, from the ground to the tip of the torch, the statue of liberty stands as tall as a 22 story building.

Now nearly 130 years old the statue of liberty has long been a symbol of hope and welcome to people seeking freedom and a new life in America, as well as a symbol of the friendship between French and the US. It is now also a world heritage site, which means that it is considered so special and important that it should be protected or preserved for people all around the world to enjoy

Transcribed from: The Statue of Liberty: https://youtu.be/usHRc7G0gVo

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Task 2: The Stonehenge

STONEHENGE

Stonehenge is a standing massive stone monuments in the United Kingdom or mostly known for England. It has huge number of visitors for millennia. The Stonehenge is a stone circle and believed that it is older than Pyramid in Giza. Stonehenge is approximately 4000-5000 years old. Archaeologists try to collect information about the Stonehenge but because it is so old that there is no written record of its construction.

Some people think it is a kind of burial site, a graveyard. Some others think that Stonehenge is a calendar. A certain method and media to learn the movements of stars. The beliefs on Stonehenge existence do not stop at that point. Stonehenge is also said as a place for ancient people to worship the sun and the moon. Although we may never know exactly why Stonehenge was built, most believe it is used for religious ceremonies. The earliest version of Stonehenge was made of earthworks and ditches dug and tooled with antlers.

The largest stones called *sarsens* measure up to 30 or 9 meters tall and weight an average 25 tons. These stones are probably transported 20 miles or 32 km to Stonehenge. Some of the smaller stones, called *bluestones* are believed to have been brought from Wales, more than 140 miles or 225 km away. Although they are smaller than the massive *sarsens*, the *bluestone* still weigh an average of 4 tons per each. The archaeologist are baffled as to how they were transported so far without modern technology or even the wheel. Some people think the stones were rolled on tree trunks or dragged in huge baskets pulled by oxen. Others believe they were moved by boat with the help of nearby River Avon. However the stones were moved, they were placed with incredible precision. Certain stones in the ancient circle line up with the midsummer sunrise and the winter solstice sunset, marking the longest and the shortest day of the year.

Today, Stonehenge is a carefully protected as one of the world heritage sites. It is visited by about a million people each year. Many people still visit Stonehenge at midsummer and midwinter to witness the ancient phenomena that marks the rising and the setting of the sun. All of us still wonder at the mysterious things about Stonehenge.

Transcribed from: The Stonehenge: https://youtu.be/wf7xwHFuH2o

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APPENDIX. G

Lesson Plan Meeting 2
Level : Senior High School (SMA)
Subject : English (Wajib)
Grade/Semester : X / 1
Text Type / Theme : Descriptive / Popular Place
Language Skill : Reading Skill
Time Allocation : 2 X 45 minutes

A. Core Competence

KI 1 : Menanggapi dan mengamalkan ajaran agama yang dianutnya.
KI 2 : Menghargai perilaku (jujur, disiplin, tanggung jawab, peduli, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat, dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan keagamaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadiannya yang tampak mata.
KI 4 : Mencoba, mengolah, dan menyaji berbagai hal dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan dari berbagai sumber yang sama dalam sudut pandang/teori.

B. Basic Competence and Indicators

No	Basic Competence	Indicators
3.4	**Membedakan** fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tokoh, tempat wisata dan bangunan bersejarah terkenal dengan konteks penggunaannya	3.4.1 Identifying the social function, generic structure and language features of descriptive text provided by the teacher. 3.4.2 Identifying similarities and differences between text 1 and text 2 given by the teacher.
4.4	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan	4.4.1 Solving comprehension questions related to subject matters

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	unsur kebahasaan teks deskriptif, lisan dan tulis, terkait tokoh, tempat wisata dan bangunan bersejarah terkenal.	4.4.2 Solving comprehension questions related to device clarification 4.4.3 Solving comprehension questions related to supporting details 4.4.4 Solving comprehension questions related to vocabulary

C. Learning Objectives

Students are able to:

1. Show seriousness in understanding the meaning of the text
2. Show discipline and responsible in reading through descriptive text
3. Identify the social function, generic structure and language features of descriptive text provided by the teacher.
4. Answer comprehension questions related to subject matters correctly
5. Answer comprehension questions related to device clarification confidently
6. Answer comprehension questions related to supporting details correctly
7. Answer comprehension questions related to vocabulary correctly

D. Materials

Descriptive text is a text that describes what a person, an animal, a place, or a thing is like. The function is to describe and reveal a person, an animal, places, or thing. There are two generic structures of descriptive text, such as:

a. **Identification** : identify the phenomenon to be described
b. **Description** : describing the phenomenon in parts, qualities, or/and details about what being described

The descriptive text also has **language features**. They are:

1. Using specific nouns (for example: my teacher, my idol, etc.)
2. Using simple present tense (for example: he <u>is</u> handsome, she <u>works</u> as actress, they <u>have</u> a popular song)
3. Using adjectives (for example: young, old, slim, fat, etc.)
4. Using detailed noun phrase (for example: Iqbal has <u>black short hair</u>)
5. The use of action verb: verbs that show an activity (for example, run, sleep, walk, cut etc)

E. Teaching Approach

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Approach : Scientific Approach

Steps : Observing, Questioning, Experimenting, Associating, Communicating

F. Learning Media and Resources

1. Media: Power point presentation, whiteboard, the video materials file, viewer.
2. Learning Resources:

a. Great Wall of China: https://youtu.be/9dIyk65vR-g

b. Monas : https://youtu.be/YHn-iTU0c1A

G. Teaching and Learning Activity

	Meeting 2		
	RESEARCHER'S ACTIVITY	**STUDENTS' ACTIVITY**	
1	**Set Induction**		**10 Minutes**
	1. Greeting the students 2. Checking students' attendance list 3. Giving a riddle and showing the picture of popular places 4. Mentioning the objective of the learning	1. Greeting the teacher 2. Responding and paying attention to the teacher 3. Try to answer the riddle and looking at the picture of popular place 4. Paying attention on the objectives of the learning	
2	**Main Activities**		**65 Minutes**
	Observing: in this step, researcher will give information about the generic structure, language features and the social function of descriptive text. Then, the researcher will ask the students to watch	**Observing:** receiving information about the generic structure, language features and the social function of descriptive text. Then watch and read the caption of the video about *Great Wall of China* twice.	**(15 minutes)**

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	and read the scrolling text in the video about *Great Wall of China.* The video will have English subtitles and the students will have two opportunities to watch and read the video about *Great Wall of China*..		**(3 minutes)**
	Questioning: in this step, the researcher asked the students to ask questions about the generic structure, language features and the social function of descriptive text.	**Questioning:** give questions about the generic structure, language features and the social function of descriptive text.	**(7 minutes)**
	Experimenting: The researcher will ask the students to absorb the information from the video about *MONAS*	**Experimenting:** absorb the information by reading the video about *MONAS*	**(25 minutes)**
	Associating: The researcher will give the comprehension task in Task 4 and ask the students to answer the questions after they finish watching the the second video about *MONAS*	**Associating:** receiving comprehension task and answer the questions in Task 4	**(10 minutes)**
	Communicating: The researcher will ask the students in the class to discuss the information they get from reading the scrolling text in the video orally in front of the class.	**Communicating:** discuss the information from the video orally in front of the class.	

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3.	**Closure**		**15 Minutes**
	1. Giving the students chance to ask question. 2. Guiding the students to make conclusion 3. Stating the conclusion. 4. Closing the session	1. Asking some questions related to the material 2. Concluding about they already learnt 3. Paying attention to the teacher 4. Responding to the teacher	

Assessment

Product Assessment	**Proses Assessment**
- Method : Giving reading task - Instrument : Reading scoring rubric	- Method : Observation - Instrument : Field notes filled by collaborator

- **Technique:** Giving a checklist on every correct answer according to four target aspects. In conclusion, if all items are correct the student will get 100 in total score. Every items will represent 8,33 as a result of maximum score : number of items.
- **Instrument:**

Reading Comprehension Assessment Sheet

School : SMAN 2 Jember

Subject : English/Video-Based Reading Materials

Year : 2019/2020

No	**Students' Name**	**MAT**			**DEV**			**DET**			**VOC**			**Total Score**
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	

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1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
etc														

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Enclosure

APPENDIX 1

Instructional Materials

1. Pre-Instructional Activities
   a. Giving a riddle
   I am one of the most phenomenal site in the word. I am located in the China. I am one of the world's seven wonders. What am I?
   c. Showing Great Wall of China Liberty picture :

2. Main Activity

a. Explaining about Descriptive Text

Descriptive text is a text that describes what a person, an animal, a place, or a thing is like. The function is to describe and reveal a person, an animal, places, or thing. There are two generic structures of descriptive text, such as:

c. **Identification** : identify the phenomenon to be described
d. **Description** : describing the phenomenon in parts, qualities, or/and details about what being described

The descriptive text also has **language features**. They are:

e. Using specific nouns (for example: my teacher, my idol, etc.)
f. Using simple present tense (for example: he is handsome, she works as actress, they sing a popular song)
g. Using adjectives (for example: young, old, slim, fat, etc.)
h. Using detailed noun phrase (for example: Iqbal has black short hair)
i. The use of action verb: verbs that show an activity (for example, run, sleep, walk, cut etc)

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Example of Descriptive Text:

1	Title	**GOLDEN GATE BRIDGE**
2	Identification	Golden Gate Bridge is a long suspension bridge that connects San Francisco City and Marin County. The colour of the bridge is orange and has spanned the water for the last eight decades.
3	Description	It has become the famous landmark that visitors of California can see. The length of the bridge is 8981 ft or 2737m. This length became the record-holder for the longest bridge in 1937. In 1964, Golden Gate Bridge is not the longest bridge anymore. However, this bridge still becomes one of the most beautiful and the most photographed bridges in the world.

Transcribed from: https://youtu.be/9dIyk65vR-g

- Explaining macro and micro reading comprehension

Macro	Subject Matters	Finding out the implied meaning of certain part of the text.
	Clarifying Device	Making the meaning of certain statement from the text clearly.
Micro	Supporting Details	Pointing out explicitly stated information from the text.
	Vocabulary	Finding the synonym or antonym of certain word from the text.

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APPENDIX 2

TASK 3:

Instruction:

1. Students watch and read the video about Great Wall of China : https://youtu.be/9dIyk65vR-g
2. Students will find out the generic structure and language features of the reading materials through class discussion
3. Students will make a group of 4/5 (there will be 8 groups)
4. Every group should answer the quiz of macro and micro comprehension

GROUP 1 & 5: **SUBJECT MATTERS**	**GROUP 2 & 6:** **CLARIFYING DEVICES**	**GROUP 3 & 7:** **SUPPORTING DETAILS**	**GROUP 4 & 8:** **VOCABULARY**
1. What is the text mainly about? 2. What is the history behind the Great Wall?	1. What does it mean by saying 'most recognizable symbol of China' ? 2. What does it mean by saying 'partially true' ?	1. Who is the first Emperor of China ? 2. How many watch towers exist in Great Wall?	1. What is the synonym of 'famous' ? 2. What is the meaning of 'world heritage' ?

5. After discussing the answer, the researcher will call upon the representatives of each group to present their result orally in front of the class.
6. Groups which have the same questions will compare their result in front of the class.
7. Peer feedback will be allowed and the researcher will give the right answer by re-reading the video

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APPENDIX 3

TASK 2: Individual Activity
Instruction: Please read the video carefully then chose the right answer of these questions!

Answer the questions below correctly!

1. What is the text mainly about?
   a. Monas of Indonesia
   b. Borobudur Temple
   c. Dutch Colonialism

2. What is the video in minutes 1.00-1.45 mainly about?
   a. The story on how the monument is made
   b. The story on when the monument is made
   c. The story on why the monument is made

3. What is the correct statement of the text?
   a. Monas built under the order of Soeharto
   b. Monas is located in Jakarta
   c. Monas is a flame like coated with iron

4. What does it mean by saying 'burning spirit' ?
   a. a big amount of spirit to struggle fighting for the country
   b. the president spirit that inspire the nation
   c. the spirit of Indonesia in world war II

5. What is the meaning of 'history of Indonesia'?
   a. the story of modern Indonesia
   b. the story about Indonesian president
   c. the story from the moment Indonesia is colonialized

6. What does it mean by saying 'independence' ?
   a. religion
   b. freedom
   c. monument

7. Where is Monas?

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a. Jakarta
b. Singasari
c. Borobudur

8. What is the materials of the coat?
   a. gold
   b. iron
   c. bronze

9. What year did they start to build Monas?
   a. 1961
   b. 1971
   c. 1981

10. What is the antonym of ‘popular’?
    a. least to be known
    b. well known
    c. unknownn

11. What is the synonym of ‘room’ ?
    a. space
    b. outdoors
    c. world

12. What is the synonym of ‘glory’?
    a. challenge
    b. victory
    c. opportunity

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APPENDIX 4

KEY ANSWER OF TASK 3

GROUP 1 & 5: SUBJECT MATTERS	GROUP 2 & 6: CLARIFYING DEVICES	GROUP 3 & 7: SUPPORTING DETAILS	GROUP 4 & 8: VOCABULARY
1. Great Wall of China 2. Great Wall of China was built to protect China from attackers	1. The most famous landmarks in China 2. Not completely true. It can be wrong.	1. Gin Shi Huang 2. 25.000	1. Popular 2. The site that should be preserved by all people in the world

Answer Key and Specification of Task 4

No	Key	Specification
1	A	Subject Matters
2	A	
3	B	
4	A	Clarifying Device
5	C	
6	B	
7	A	Supporting Details
8	B	
9	C	
10	A	Vocabulary
11	A	
12	B	

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APPENDIX 5

Video Transcript

Task 3: Great Wall of China

GREAT WALL OF CHINA

One of the most recognizable symbols of China is The Great Wall of China. It has a long and complicated history. It is not just one wall but many different walls and fortifications that were built over the course of thousands of years. The walls built at different times were often built with different materials, everything from packed dirt or wood to stone and brick. These walls were meant to protect China from invasion.

The earliest walls were built more than two thousand years ago when individual states built walls of packed dirt and gravel between boards to protect their territories from attackers with swords and spears. A hundred of years later in 221 BC the first emperor of China, Gin Shi Huang, ordered that walls that divided his empire should be destroyed and new wall connecting the remaining pieces should be built, creating fortifications that protected the empire from northern attackers. No one knows exactly how long that wall was or where it was built, as most of it has worn down or been destroyed. Over the next thousand years, different ruling dynasties repaired, rebuilt or expanded sections of the wall. The leaders of Ming Dynasty, which began in 1368, constructed the most famous version of the great wall. They began by building watch towers and garrisons later adding walls of stone and earth. New construction on the wall ended in 1644. At its height the great wall stretched more than 13.000 miles or about 22.000 km in total length, making it the longest structure ever built by humans. In some places the walls were 30ft or 9m thick and 25ft or 7,5m tall, and it was studded with as many as 25.000 watch towers.

You may have heard that The Great Wall is so big that it can be seen from space, but that is only partially true. It cannot be seen at all from the moon, but from a much closer orbit. It could be seen by someone who knew exactly where to look and what it would look like. Today, The Great Wall of China is a world heritage site that protected and maintained for all of humanity to enjoy. Only some pieces of the wall are taken care of. However as it is simply because it is way too big and too damaged by time and old battles to repair and take care of it all. In fact, nearly 1/3 of the wall has completely disappeared, fallen down and even the stones were

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taken away by local people to use in building. Still, The Great Wall is the most popular place for tourist to visit in China, attracting millions of people each year.

Transcribed from: Great Wall of China: https://youtu.be/9dIyk65vR-g

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Task 4: Monas

The national monument or popularly known as MONAS is 132 meter memorial monument related to the struggle of the Indonesian people decide to be independent from the Dutch. The construction of this monument began on August 17th 1961 under the order of President Soekarno. It was opened for public on July 12th 1975. The monument was crowned with flames-like coated with gold symbolizing the burning spirit of struggle. The national monument is located in the middle of Merdeka Square, Central Jakarta. Each corner of the alter in courtyard describes the history of Indonesia. This relief begins in the northeast corner that tells us the glory and archipelago in the past. So this is the story of Singasari and Majapahit. The relief continues chronologically until the southeast and the northwest part. It also describes dutch colonialism and national heroes that fought for independence of Indonesia. Besides, there are also Japannese occupation and World War II followed by revolution until it reaches the era of modern Indonesia development. This relief and statues are made by smack and metal.

There are totally 51 Indonesian story sequences in the museum. There are also dioramas that display the scene of national history from the beginning during the earliest time of the war. The stories about Borobudur, Majapahit, Dutch Colonialism and many others. The proclamation of Indonesian Independence is also there along with all the struggle in it. The last story created is the new order of Indonesian former president, Soeharto. Inside the monument, there is independence room in a set of theatrical of proclamation day. This room can be reached by visitors from north or south doors. There is also the manuscript of proclamation kept in a glass box.

Transcribed form Monas (https://youtu.be/YHn-iTU0c1A)

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APPENDIX. H

READING TEST OF CYCLE 1
TIME: 45 Minutes

Instructions:

1. **Please watch and read the scrolling script of the video carefully**
2. **The video will be played twice**
3. **After watching and reading the scrolling script, you can answer the following questions**
4. **Please give a cross (x) to the right answer**
5. **Submit your work when you're done.**

Questions:

1. What is the text mainly about?
   a. The best mountain in America
   b. Monumental mountain in America
   c. The biggest mountain in America

2. What is being discussed in the first one minute of the video?
   a. The decision of building it
   b. The good things of it
   c. The making of the monument

3. What is being discussed in the last one minute of the video?
   a. The size of the monument
   b. The height of the mountain
   c. The design of the monument

4. What is the theme of this tourism object?
   a. Historical site
   b. Adventurous site
   c. Luxurious site

5. Why would the government build the monument?
   a. To motivate the youth in becoming presidents
   b. To give honor to the late influential presidents
   c. To introduce the kids to the presidents

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6. What does the statement ‘influential presidents’ mean?
   a. The presidents who save a lot of lives
   b. The presidents who build the most infrastructures
   c. The presidents who give the most impacts to the country

7. What does the statement ‘approve the project’ mean?
   a. The government thinkS that building the monument is not urgent
   b. The idea of building monument was agreed
   c. The people of America want to have a monument

8. What does the statement ‘cost less than one million dollars’ mean?
   a. The fund that was used was not more than a million
   b. The money that was used was more than a million
   c. The fee that was used was a million

9. What does the statement ‘ran out of money’ mean?
   a. The process cannot find more money
   b. The process had a lot of money
   c. The process spent too much money

10. What does the statement ‘cause parts to break off’ mean?
    a. Resulting the advantage to the society
    b. Resulting a distraction to the monuments
    c. Resulting the extinction to the population

11. What is Mount Rushmore?
    a. Monument of America
    b. Mount Monument of America
    c. Mount of America

12. Where is Mount Rushmore located?
    a. South Carolina
    b. South Arizona
    c. South Dakota

13. When was the project of Mount Rushmore approved?
    a. 1925
    b. 1927

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c. 1939

14. Who was the president whose figure was done the first?
    a. George Washington
    b. Theodore Roosevelt
    c. Thomas Jefferson

15. Who was the president whose figure was done the last?
    a. Abraham Lincoln
    b. Thomas Jefferson
    c. Theodore Roosevelt

16. What is the synonym of the word ‘famous’ ?
    a. Well-known
    b. Charming
    c. Attractive

17. What is the synonym of the word ‘selected’ ?
    a. Trusted
    b. Chosen
    c. Agreed

18. What is the synonym of the word ‘prevent’ ?
    a. Decline
    b. Skip
    c. Avoid

19. What is the antonym of the word ‘dangerous’ ?
    a. Harmful
    b. Hazardous
    c. Safe

20. What is the antonym of the word ‘carefully’ ?
    a. Carelessly
    b. Completely
    c. Comprehensively

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Answer Key and Specification of Final Test

No	Key	Specification
1	B	Subject Matters
2	C	
3	A	
4	A	
5	B	
6	C	Clarifying Device
7	B	
8	A	
9	A	
10	B	
11	B	Supporting Details
12	C	
13	A	
14	A	
15	C	
16	A	Vocabulary
17	B	
18	C	
19	C	
20	A	

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Video Transcript of Final Test

Mount Rushmore

Mount Rushmore is located in the Black Hills of South Dakota. Mount Rushmore is monumental sculpture carved into the side of the mountain. It is depicting four of the most famous and influential presidents in the history of the United States of America. They are George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt. The idea of sculpture was suggested in 1923 as a way to bring visitors to South Dakota, and sculpture Gutzon Borglum was selected to create it. Congress approve the project in 1925 but the work didn't begin until October, 4th, 1927. Over the next fourteen years, 400 workers blasted more than 400,000 tons of rock off the mountain side using dynamite, finishing the details with jackhammers and chisels. Despite the dangerous conditions, no one died during the construction of Mount Rushmore.

The face of George Washington was finished first in 1934, followed by Thomas Jefferson in 1936. Thomas Jefferson had been planned to stand on Washington's right but the rock on that side was found to be bad for carving. All the carving that had been done was blown off with dynamite and he was moved to the other side. Abraham Lincoln's face was finished in 1937 and Theodore Roosevelt was the last one done in1939.

Mount Rushmore cost less than one million dollars to complete. Originally the sculptures were supposed to show the presidents down their waist, but the builders ran out of money and so they just made the heads. The head of the presidents are 60 feet or 18 meters tall. That's the height of a six-story building! Their eyes are each 11 feet or 3,3 meters across and their noses are 20 feet or 6 meters long. Today, Mount Rushmore is carefully maintained to prevent cracking. Each year trained mountain climbers scale the monument and seal tiny cracks before they can grow and cause parts to break off. Between two and three million people visit Mount Rushmore each year, to see the colossal presidents, making it the most popular tourist attraction in South Dakota.

Transcribed from: Mount Rushmore https://youtu.be/fAplefqUvSo

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APPENDIX. I

FIELDNOTES

Activity 1

Statue of Liberty (Big Group Discussion)

When the video is played in the first time students dont pay much attention but after they are given the quiz they watch it carefully. Row discussion is not effective for vocabulary because too easy so the students who smart can answer it without discussion. But for other grup like subject matter and details students discuss in good way. When the video is played for second time the students watch and read the subtittle seriously because they want their group win the game. They searching for answer in the video carefully especially for group with explicit answer. The group with clarifying device problem seems to be the most difficult group but luckily they do this task in group so they can share and discuss with other friends. The students who sit in back row cant see clearly then they should go forward to look closer to the video. The students excitedly share their answer in step Communicating (K13). Sharing info from row 1 to another row is in good situation but not all students working, some of them playing around because know that the other member of the group can handle the class discussion.

Activity 2

Stonehenge (Multiple Choice individual)

In this second video the students interest more to the content because relatable with recent film in box office. When they watch the video they can connect it to their background knowledge. It helps them to find the answer for subject matter and supporting details. But for questions about clarifying sentence the students have

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difficulties bacause the sentence not always found in daily life. The task is individual so the students cannot discuss like in first activity. Stonehenge make the students engage in the video material. They love the content maybe because now it is trending for that movie. You (researcher) have to walk all around because in question about vocab students need more clue. If you walk all around the room they can ask you and it will help. I think the question about clarifying some sentences is the most difficult one when the task is individual like this. The video play two times but mostly the students still dont understand. For this type of question, i think it is better with discussion. I asked one student who finish his work earliest, wether the questions too easy and he answers "wong ada gambarnya mom, ya saya cepet nangkepnya" it means the students can get the information faster than usual.

Activity 3

Great Wall of China (Small Group Discussion)

Today, the students can work better in group because group consist of 4 or 5 persons is ideal for discussion. The video materials tell about great wall of china which is very interesting. But I think the font on the script is too small. When the students done with their group work the discussion is very dynamic and very good. Group with conclusion problem share their result and when these two groups with the same question have different answer they can share their opinion and find the conclusion together. Hari ini komunikasinya sudah jauh lebih baik dari yang hari senin dimana ini mengindikasikan bahwa siswa itu paham dengan materinya. For vocabulary group also perform very good, they can describe the words correctly after they watching the video. Their pronunciation is also correct. Surprisingly the groups of clarifying device can answer the question although maybe it was very strange for them. The rest of the students also excited when clarifying dev group share their result. Finally I can say that the learning is very interesting and the students enjoy it very much. They become better in

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understanding the text even though they need process in the first meeting. The students can find the answer very quick, faster than before. This time, students have familiar with video materials. This innovation also train the students to read quickly (tapi gimana caranya dapat informasinya semuanya).

Activity 4

National Monument MONAS

The classroom situation is crowded when the video played at the first time. That is because the students familiar with MONAS, they laughing and talk with their friends. The students think that the task will be so easy because they know MONAS is from their own country. When students doing the task, I walk around to see them. I see that most of the students cannot answer clarifying device. Jadi siswa siswa itu banyak yang diloncati mengerjakannya, Niken. Karena siswa terbiasa mengerjakan yang mudah dahulu jadi mereka meloncati nomer 4-6 karena mungkin mereka piker itu susah untuk mereka. Luckily, they can answer clarifying device questions in the last minutes before the task should be submitted. I think video basedmaterials very good for vocabulary because the students can learn new words and the video show it. Because of the picture or the visual from the video, the students can answer all the vocabulary questions. For subject matter I think the students also helped by the audio that is very clear. It feels like there are someone telling them stories and the students retell that story. When the video played for the second time, the students almost done with their work. They re-check again especially for questions about supporting details they have to watch the

Notes:

These fieldnotes are coded already by; (1) green highlighted for subject matter issue; (2) purple highlighted for clarifying device issue; (3) blue highlighted for supporting details issue; (4) green highlighted for vocabulary issue.