

Using Animated Video Caption to Improve the Tenth Grade Students' Reading Comprehension Achievement

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Abstract: This classroom action research was aimed at improving the tenth grade students' reading comprehension achievement using animated video caption. The research participants were X IPS 1 students of MAM 01 Jember. The result of observation in cycle 1 and cycle 2 showed that students could work well and the students' active participation got improved from 78% in cycle 1 to 84% in cycle 2. Besides, there were 75% of 16 students who achieved the targeted score of ≥ 70 in action cycle 1, and 81% of 16 students in cycle 2. It could be concluded that the implementation of animated video caption could enhance X IPS 1 grade students' reading comprehension achievement and their active participation in Reading class. It is suggested to the English teacher to apply Animated Video Caption as creative learning materials in teaching learning process.

Key words: Animated Video Caption, Reading Comprehension Achievement

INTRODUCTION

Reading is one of the important skills of language which allows the students to get knowledge and increase their academic areas (Udaini, 2011). According to Harris and Sipay (1980:447), reading is the meaningful interpretation of printed or written verbal symbols. Reading is a result of the interaction between the perception of graphic symbols that represents language and the reader's language skills and knowledge of the world. For students, reading is one of the primary sources to obtain information. Students must be able to comprehend and understand what they read.

Based on the preliminary study by interviewing the English teacher, the researcher got information that the students still faced difficulty in understanding the reading texts and it makes them passive learners. Besides, in teaching reading, the teacher still used lecturing method, question and answer, drilling the students with exercises, and only gave the students a reading text which was apparently too difficult for the students. These activities make students consider that reading is a boring activity in the class.

Related to the problem faced by the students in learning reading, the researcher applied animated video caption in teaching reading. Caption animated video is an effective medium that can help learners understand complex ideas more easily. The teacher and the student also find it more comfortable to explain or understand a topic and prevent the boredom. By using caption animated video in teaching reading comprehension, the students

can easily get the idea by synchronizing what they read and what they watched.

RELATED LITERATURE REVIEW

Reading Comprehension Achievement

Grabe & Stoller (2002) state that reading is the ability to draw meaning from printed page and interpret the information appropriately. By reading, hopefully the students can comprehend and interpret the information from the text. According to Pardo (2004), comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text and the stance the reader takes in relationship to the text. Besides, Hughes (2003) defines that achievement is related to test that is done to discover how successful students in achieving the objective of a course. Reading comprehension achievement deals with the levels of the students' ability in understanding a reading text in the form of test score.

Concept of Animation Video

Animation gives the illusion of one smooth continuous moving picture, but in reality it is a series of images being viewed at speed (Whiteley, 2013:7). Further, she explains that an animation consists of some points namely; characters, backgrounds, storylines, and audio.

Animations usually have a storyline. They have a beginning, middle and end. The beginning consists of the introduction of the characters, place and time of the story. The middle of the story appears the problem until reaches the climax. The ending of the story shows how the characters solve the problem.

Advantages of Using Animation Video

According to Fast (2010), by showing DVDs (digital video disc) with subtitles there appear to be two distinct advantages. First, learners benefited from viewing subtitles because they offered assurance that learners could check back on what they heard if they felt they need it. The second advantage was that learners felt more comfortable viewing the DVDs with subtitles and found them helpful for understanding. Moreover, Lee (2009) stated that animated cartoons increased students' motivation because of the sensory impact and the element of authenticity found in cartoons and resulting in students' improved attention span and stronger self-confidence.

The Steps of Using Caption Animated Video

The procedures of teaching reading comprehension by using animation video were taken from Milli Fanzly of Kentucky Educational Television (KET, 1999) in (Burt, 1999). The steps are as follows:

a. Pre-viewing

Before presenting the video, the teacher must engage the learners' interest in what they will be doing, and prepare them to do it successfully.

b. While-viewing

While learners view the video, the teacher should remain in the classroom with the learners to observe their reactions and see what they do not understand, what they are intrigued by, and what bother them.

c. Post-viewing

After the viewing, the teacher should review and clarify complex points, encourage discussion, explain, and assign follow-up activities.

RESEARCH METHOD

Research Design

This research was intended to improve the students' reading comprehension achievement and participation by using Caption Animated Video at MAM 01 Jember. In order to achieve the goal in improving the students' reading comprehension achievement and participation, the researcher conducted a classroom action research (CAR) with the cycle model research design.

Research Context

The research was conducted at MAM 01 Jember. It is located on Jalan Kotta Blater Km 03, Watukebo which is easy to access. This school has applied the English curriculum 2013 by employing student-centered learning instruction. The English teacher taught reading to students by using course book. This school also had complete facilities such as viewer, LCD, sound system that could support the researcher in conducting the research. In teaching reading, the English teacher has never used animation video as the media.

Research Participants

X IPS 1 class was chosen as the participants. The number of the students in this class is 16 students. The researcher chose these participants because the students of the X IPS 1 class had problem in reading. Based on the informal interview to the English teacher of X IPS 1, most of them faced difficulty in understanding the reading texts and it makes them passive learners. It showed when the teacher gave questions to them about the text, only several students can answer. Some other also feel bored when they have to look up the meanings of the unfamiliar words in the dictionary. As a result, they considered that reading is a boring activity in the class.

Research Procedure

The procedures of this classroom action research are as follows:

Planning

In this research, planning the action refers to some activities prepared before implementing the research. There were some activities done during conducting the action, they were: (1) Choosing the theme and the sub-theme materials based on K13 curriculum for X IPS 1 grade students of MAM 01 Jember, (2) Constructing the lesson plans for the first cycle (lesson plan

1 for meeting I and lesson plan 2 for meeting II), (3) Preparing the students' narrative text, (4) Constructing the guide of observation in the form of checklist containing the indicators of the students' participation, (5) Constructing the scoring guide of the students' narrative text reading, (6) Constructing the students' worksheets.

Acting

The action was teaching narrative text in reading by using Animated Video Caption to improve the students' reading comprehension achievement. It was implemented in X IPS 1 grade students. The action was based on lesson plan 1 for the first meeting and lesson plan 2 for the second meeting. The time to do the action was 90 minutes for each meeting. Then, in the third meeting, the narrative text reading comprehension test conducted to measure the students' reading comprehension ability after the actions were completed. If the results in Cycle 1 have not achieved the research objectives, the researcher will do Cycle 2 by revising the actions in Cycle 1.

Observing

In this research, observation in each cycle done by the English teacher to observe the students' participation in the teaching and learning process of reading a narrative text. The English teacher observed the students' participation while the researcher taught reading a narrative text. The observer used the observation checklist as the instrument to gather the data dealing with the indicators to be observed.

Reflecting

Reflection was done to know whether the use of Caption Animated Video can improved students' reading participation during the teaching and learning reading process as well as their reading comprehension achievement on narrative text. The result of the reflection in the first cycle was used as a guide to revise the actions in the second cycle. If the result of students' reading comprehension test and observation have not achieved the target criteria, the actions will be continued to the next cycle.

The criteria used to evaluate the success of the actions were as follows. a) The process of evaluation: 75% of the students were actively involved in the teaching learning process of the reading by using animated video caption. b) The product of evaluation: 75% of the students successfully achieved the minimum requirement score, as the standard score that was 75.

Data Collection Method Reading Test

The researcher conducted the reading test at the end of each cycle after the actions are given to measure the students' reading comprehension achievement. The test consists of 30 test items divided into two parts. Part one of the post test has 20 test items in the form of multiple choices. In this part, the test items used to measure students' literal comprehension. Part two of the post test has 10 test items in the form of short answer question. In this part, the test items used to measure students' inferential comprehension.

Observation

In order to measure students' participation, the researcher used observation to gain data during the application of Caption Animated Video in teaching reading. The observation was done collaboratively with the English teacher. There were five indicators that were observed in this research. They were:

(1) The students watch the video; (2) The students ask about unfamiliar word related to the video; (3) The students do a group activity to discuss about the main points of the video; (4) The students do the exercise prepared by the teacher; (5) The students do the review process.

Interview

In this research, interview was used to get the supporting data. The interview was done by doing the preliminary study on September 10th, 2020. It was conducted with the English teacher of the tenth grade students of MAM 01 Jember. In this case, the list of questions has been prepared. The list of questions was related to the curriculum applied in the school, the English books used, the students' problem, how to solve the problem, how the teacher taught reading especially narrative, and the kinds of techniques or strategies in teaching writing usually used by the English teacher.

Documentation

The researcher also did documentation as the data collection method. Documentation in this research was the list of X IPS 1 grade students and their previous scores of reading test from the English teacher that the researcher collaborate with in this research. Those documents were used as the basis to do the classroom action research in the class.

Data Analysis Method

Data analysis method was used to analyze the data which gathered during the teaching and learning process. In analyzing the data, there were two parts that were analyzed. The first was the students' reading comprehension achievement and the second was the students' participation. The mean score of the test given by the English teacher was analyzed quantitatively by the following formula:

$$M = \frac{\sum x}{N} \quad \text{---}$$

Notes:

M = the average score of the students' reading comprehension achievement, $\sum x$ = the total score of the students' reading comprehension achievement, N = the total number of the students.

(Adapted from Ali, 1989:37) To find the number of the students who achieved the target score, the data were analyzed using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = the percentage of the students who achieve the standard score, n = the number of the students who achieve the standard score, N = the number of the students.

(Adapted from Ali, 1993:186) To know the result of the students' participation, the data were analyzed using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = the percentage of the active participation, n = the total number of the students who fulfill at least 3 indicators, N

= the total number of the students.

(Adopted from Ali, 1993:186)

FINDINGS AND DISCUSSION

The Results of the Action in Cycle 1

This paragraph presents the implementation of the action, the result of observation, the result of reading test, and the result of reflection in Cycle

1. The action in Cycle 1 was conducted in three meetings including the reading test. The first and the second meetings were for implementing Animated Video Caption in teaching and learning reading which each meeting 2 x 45 minutes. Meanwhile, the third meeting was for reading test in 2 x 45 minutes. The researcher was action both in the first and second meetings, while the English teacher acted as the observer. This division related to the fact that the English teacher had known the students well, so it was easier for her to do the observation.

The Result of the Observation in Cycle 1

The students' participation increased 6% from the first meeting to the second meeting. However, the average results of the first meeting and second meeting in Cycle 1 was 78%. Based on the table, it was found that two indicators increased there were "ask unfamiliar word" and "do review process". Therefore, it could be concluded that the results of Cycle 1 achieved the target percentage of the students' participation. Although in the first cycle the results showed improvement, the researcher needed to do Cycle 2 to check the consistency of the research results to make sure that using Animated Video Caption could improve students' reading achievement with the same or different results.

The Results of the Reading Test in Cycle 1

The result of the students' reading test showed that there were 12 students or 75% of 16 students got 70 or more (≥ 70) in the reading test. Meanwhile, there were 4 students or 25% of 16 students got less than 70 (< 70). It means that the target percentage of the achievement was achieved. Although in the first cycle the results showed improvement, the researcher needed to do Cycle 2 to reconfirm the student' reading achievement in the first cycle.

The Result of Reflection in Cycle 1

Based on the observation, it was found that the students were excited in learning

reading by using Animated Video Caption. They worked with their group to discuss about the point of the story, and it made them have better result after discussing it. The observation in Meeting 2 showed that the students' participation was improved rather in Meeting 1. It happened because the students more known about the implementation of Animated Video Caption in the second meeting. Besides, the students' reading test also improved because they can more understand the content of the story through Animated Video Caption. The Results of the Action in Cycle 2

The implementation of the actions in Cycle 2 was done based on the Lesson Plan III and Lesson Plan IV. Basically, the activities in Cycle 2 were similar with the activities in Cycle 1. There were three meetings in Cycle 2, two meetings for doing the actions and one meeting for doing the reading achievement test. The first meeting was done on February 26th, 2021. The schedule of the action in Cycle 2 is presented in the following table.

The Results of Observation in Cycle 2

The students' participation increased 6% from the first meeting to the second meeting. However, the average results of the first meeting and second meeting in Cycle 2 was 84%. Based on the table, it was found that two indicators increased there were "watch the video", "ask unfamiliar word" and "do the exercise". Therefore, it could be concluded that the results of Cycle 2 achieved the target percentage of the students' participation.

The Results of the Reading Test in Cycle 2

The result showed that 13 students or 81% of the 16 students obtained score 70 or more. Meanwhile, there were 3 students or 19% of 16 students got less than 70. The success criteria of reading achievement of this research was 75% of the students fulfilled the score at least 70. Therefore, it can be concluded that the students' reading achievement in Cycle 2 achieved the target requirement of this research.

The Results of the Reflection Cycle 2

The result of the students' participation in Cycle 2 showed that in the first meeting, there were 13 students of 16 students (81%) were actively involved during the action of meeting 1. Then, 14 students of 16 students (87.5%) were actively involved during the action of meeting 2. Furthermore, the average of the students' participation percentage in Cycle 2 showed 84%. The results of reading test in Cycle 2 also got higher score. There were 13 students of 16 students (81%) who achieved the standard minimum score (≥ 70). The average score of the students was 72.5. The results of the students' reading test in Cycle 2 achieved the research objective, that was at least 75% of the students achieved the scores at least 70.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the data analysis and discussion in the previous chapter, it could be concluded as the follows:

1. Firstly, the implementation of Animated Video Caption could enhance the students' reading comprehension achievement at MAM 1 Jember. The achievement improved 6% from 75% in Cycle 1 to 81% in Cycle 2.
2. Secondly, the implementation of Animated Video Caption could enhance the students' participation during the teaching and learning process of reading at MAM 1 Jember. The result of the observation showed that the students' participation by using Animated Video Caption improved 6% from 78% in the first cycle to 84% in the second cycle.

As the result of this research showed that applying Animated Video Caption could

enhance the students' reading comprehension achievement and their active participation during the teaching and learning process of English, some suggestions were proposed in order to give empirical and practical contributions.

1. 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 Animated Video Caption on students' reading comprehension achievement; or using the same research design to improve the students' reading comprehension achievement by using Animated Video Caption on different text types such as: descriptive, recount, and expository texts.
2. Practically, it is expected that the results of this research are useful for English teacher as an input and consideration to use Animated Video Caption as creative learning materials in teaching learning process more interesting, fun and motivating student in learning reading. Hopefully, it can also motivate the students to improve their reading comprehension achievement and their active participation during teaching learning process.

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