

**IMPROVING STUDENT'S READING COMPREHENSION OF
NARRATIVE TEXT THROUGH VIDEO MOVIE AT GRADE TENTH
SOCIAL 2 OF MAN 2 MODEL PEKANBARU**

THESIS



By

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**This Thesis Submitted to Fulfill One of The Requirements for Degree of
Magister of Pendidikan (M.Pd)**

**ENGLISH EDUCATION SECTION
LANGUAGE EDUCATION PROGRAM
GRADUATE PROGRAM
STATE PADANG UNIVERSITY
2014**

ABSTRAK

Faulina Riska 2014. Meningkatkan Pemahaman Membaca Narrative Melalui Menonton Film pada Siswa kelas XI MAN 2 Model Pekanbaru. Tesis. Program Pasca sarjana. Universitas Negeri Padang.

Kemampuan pemahaman membaca teks narasi siswa kelas XI IPS 2 MAN 2 Model Pekanbaru rendah. Oleh karena itu, penelitian ini bertujuan untuk menjelaskan seberapa jauh Film dapat meningkatkan kemampuan pemahaman membaca teks narasi pada siswa kelas XI IPS 2 MAN 2 Model Pekanbaru dan bagaimana partisipasi siswa XI IPS 2 MAN 2 Model Pekanbaru di kelas dalam memahami teks narasi siswa melalui menonton Film.

Penelitian ini adalah penelitian tindakan kelas yang dilaksanakan dalam dua siklus. Peserta penelitian adalah 28 orang siswa di kelas XI IPS 2 MAN 2 Model Pekanbaru. Instrumen yang digunakan untuk mengumpulkan data adalah tes teks narasi, lembar observasi, catatan lapangan dan panduan wawancara. Data dianalisis secara kualitatif dan kuantitatif.

Berdasarkan hasil penelitian, penggunaan film dapat meningkatkan pemahaman membaca narasi dan meningkatkan partisipasi siswa dalam kegiatan pembelajaran membaca teks narasi. Pada siklus pertama, Hasil rata-rata pemahaman membaca siswa adalah 78,1. Nilai ini meningkat pada siklus kedua menjadi 95,4. Untuk partisipasi siswa menurun pada level “tidak berpartisipasi” dan “berpartisipasi” dari 17,2% hingga ke 0,0% atau dari 3 siswa menjadi 0 siswa and 70,5% hingga ke 39,3% atau 20 siswa menjadi 11 siswa, tetapi meningkat untuk level “sangat berpartisipasi” dari 11,6% hingga ke 60,7% atau dari 3 siswa menjadi 17 siswa dari siklus 1 ke siklus 2. Penurunan dan peningkatan persentase disini memperlihatkan kemajuan yang positif untuk partisipasi siswa. Inibertipegunaan film, dalam penerapannya dan pemilihan materi film narrative yang sesuai dapat meningkatkan partisipasi siswa dalam kegiatan kelas dalam mempelajari teks narasi. Kesimpulannya, penelitian tindakan kelas dengan menggunakan film bisa meningkatkan kemampuan pemahaman membaca teks narrative siswa kelas XI IPS 2 MAN 2 Model Pekanbaru dan partisipasi mereka juga meningkat.

ABSTRACT

FaulinaRiska, 2014.Improving Student's Reading Comprehension of Narrative Text Through Video Movie at Grade Eleventh Social 2 of MAN 2 Model Pekanbaru. Thesis.Graduate Program.State University of Padang.



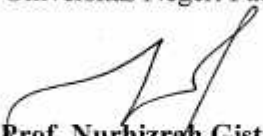
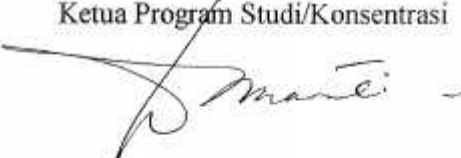
The students' reading comprehension of narrative text of grade eleven Social 2 MAN 2 Model Pekanbaru was low. Therefore, this research aimed to explain how well video movies can improve the students' reading comprehension of narrative text of grade eleventh Social 2 at MAN 2 Model Pekanbaru and how the students' participation in the class activities for learning reading comprehension of narrative text was affected by video movies as a visual aid for grade eleven Social 2 of MAN 2 Model.

This research was classroom action research, which was conducted in two cycles. The participants were 28 students in grade eleven Social 2 at MAN 2 Model Pekanbaru. The instruments that were used to collect the data were reading comprehension of narrative test, observation checklist, field notes and interview guides. The data were analyzed qualitatively and quantitatively.

Based on the data analysis, the findings are: (1) the use of video movies can improve students' achievement on reading comprehension of narrative text. (2) Students' participation in class activities in learning narrative reading text increases. The average score of students increase from 78.1 in cycle 1 and 95.4 in cycle 2. While their participation decreased for level "uninvolved" and "involved" from 17.2% to 0.0% (3 students to 0 students) and 70.5% to 39.3% (20 students to 11 students) but increased for level "very involved" from 11.6% to 60.7% (3 students to 17 students) from cycle 1 to cycle 2. The decreasing and increasing here showed the positive progress for students' participation. It means that through watching video movies, some activities in applying video movie and the appropriate reading material chosen increase their participation. And finally the class room action research through watching video movies improved students reading comprehension of narrative text at grade XI Social 2 of MAN 2 Pekanbaru very well and their participation significantly improved.

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Padang , Agustus 2014
Saya yang menyatakan,

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ACKNOWLEDGEMENT

Alhamdullillahirobbil'alamin! Above all, thanks be upon Allah, the almighty, for giving me health, concentration, and endurance along the process of completing this thesis. I can do nothing without your love and blessing.

Then, I am really indebted and thankful to my knowledgeable, kind, and patience advisors: Prof. Dr. H. Mukhaiyar and Dr. DesmawatiRadjab, M.Pd for giving me guidance along the process of accomplishing this thesis. It was my pleasure and joy to work under your guidance. My special thanks are also due to Prof. M. Zaim, M. Hum., and Dr. Kusni, M.Pd, Prof. Drs. JaliusJama, M.Ed, Ph.D my contributors, who have given me great contributions and suggestions, and to all my lecturers of the Graduate Program of State University of Padang who have shared their knowledge with me.

In addition, my heartfelt thanks go to my beloved parents and my sisters who in different ways have also contributed to my study, for their sincere love, understandings, and prayers.

Finally, to the Head of MAN 2 Model Pekanbaru Drs. H. Muliardi, M.Pd and the collaborator Louis Devaris Bergsman. Nothing I can say but thank you a million for your contributions and immeasurable support. Also, to all of my colleagues and friends, thank you very much for your support.

Padang, August 2014
The researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

The Curriculum of MAN 2 Model Pekanbaru as mentioned in *KTSP* of Islamic Senior High School (2007: 49) intends to obtain Standard Competence in the students' reading ability: (1) to understand the meaning in transactional and interpersonal conversation formally and sustainably; (2) to understand the meaning in the short functional and monologue text in the form of the narrative, spoof, and hortatory; (3) to express the meaning in the transactional and interpersonal conversation text formally and sustainably; (4) to express the meaning in the short functional and monologue text in the form of narrative, spoof, and hortatory accurately, fluently and acceptably; (5) to understand the written monologue text in the form of narrative accurately, fluently and acceptably in the context of daily life and to access the science; and (6) to express the meaning in the written monologue text/essay in the form of narrative in the context of daily life. The English Competence achievement target is at least a 78 to qualify as MCA.

In teaching reading at senior high schools, there are some reading text formats that are usually taught, they are; Procedure text, Descriptive Text, Narrative Text, Recount Text, Report Text, and etc. In this research the researcher is interested in studying the narrative text. Some reasons why the researcher chose narrative text as taught to grade eleventh Social 2 students of MAN 2 Model.

First, because narrative is a story that is created in a constructive format (as a work of writing, speech, poetry, prose, picture, song, motion pictures, video games, theatre, or dance). So it will be quite easy for the students to read and produce the simple text. Another reason why the researcher chose narrative text is because the Curriculum dictates that it must be presented in the first year student of Senior High School.

According to the researcher's experience, the students' reading comprehension of narrative text of grade eleventh Social 2 at MAN 2 Model Pekanbaru was still low. They still had difficulties in understanding the texts. In accordance with the result of pre-test of reading comprehension of narrative text, the researcher finds the score of the students' reading achievement. There were 28 students in the class, 14 (50%) students scored > 78, while 14 (50%) students scored 32-64 on the daily test. So, the result of the students' English test in reading comprehension of narrative text was only 50% achieving MCA (78).

Based on the researcher experience in the classroom and the interview with the students before the researcher used the media in teaching reading, the researcher found that the students had difficulties with narrative text. They had difficulties in understanding the characteristics of the text including the social function and generic structures. The generic structure includes finding detail information and determining the parts of the text. The language feature includes vocabulary and finding references.

The students' difficulties in reading were caused by some factors that might come from the students and the teacher. Most of the students admitted that they often felt bored when they had to read a text, especially a long and uninteresting topic text. In the class, some students sometimes seemed to lean over with their heads on the table and talk to each other. They paid attention to the teacher when they did exercises but if the time given to do it was too long, they began to be noisy again. When they read a long text, they were not so interested because they often did not understand the meaning of the words used in the text. It was difficult for them to understand the content of the text and they participate less in reading comprehension of narrative text. However, they were reluctant to bring the dictionary. They just waited until the teacher explained it or asked them about the difficult words.

The reasons were described by the researcher's experience in Man 2 Model Pekanbaru about student participation in learning narrative text. Besides, there were some problems that came from the teacher. The teacher's explanation of the materials was clear enough but she only focused on the textbook. She usually taught using conventional methods by staying in class and doing the exercises from the handbook. So, the students felt that the English lesson was boring. These reasons are based on the researcher's experience in teaching narrative text. All of those factors contributed to the students' low motivation in learning English, especially reading.

To achieve the target of the research, the researcher trained the students to comprehend the narrative text and helped them to find detailed information and determine the parts of the text and master vocabulary. When the students are able to comprehend the narrative text, it was expected that they could reach the understanding of the narrative text. So, to solve the problems above, based on the researcher's experience that the students really liked watching television for long periods of time, as well as the psychological characteristics of the students of this age (13-18 years old) the students like to relax, are lazy to do activities, always think imaginatively and like to be bored (Sumanto, 2006). So, it might be better to use a video movie in the teaching and learning process of narrative text in the classroom. Since video is believed to be able to stimulate the students to comprehend the story. Because by watching a video movie the learners are able to observe the place, time, details and the characters of the story.

Teaching English by using media is a real method that can be used by the teacher to convey the material, for example pictures, cassette tapes, videos, tape recorders, television, computer, Internet, et cetera. Media was used as AVA (Audio Visual Aids) to give concrete experiences to the students, so the teacher's explanation was not too abstract. Communication tools are used to connect the students with the material, so that they can receive the material easier.

Related to the video movie, the message presented in the video movie could be factual or fictitious, could be informative, educational, or instructive. Video movies could catch the students' attention easily. This means that information from many experts across the world could be recorded onto

videotape, and could be received by students wherever they are. Video movies are also educational and instructive; which means that the message of the video could give real experiences to the students, which they could apply in their daily lives. By video, the teacher could prepare the difficult demonstrations before, so she/he was able to concentrate on his presentation. The teacher could also present about dangerous objects, which could not be brought into the classroom.

Based on the benefits of video movie for learning, it is expected that through video movies, the students could be interested and motivated in learning English, especially reading. In this case, the researcher used narrative video; the students could watch it, because this research was focused on reading narrative text. The writer hopes that through a narrative video, it would give visualization to the students about the contents of the narrative text, so that they could understand it easier.

Based on the problems and the proposed solution above, the researcher conducted an action research entitled "Improving Students' Reading Comprehension on Narrative Text through Video Movie (An Action Research at Grade Eleventh Social 2 of MAN 2 MODEL in Academic Year 2013/2014)".

B. Identification of the Problem

Based on the background of the problem above, the researcher identified some problems that face the teaching and learning process. There were 14 students with difficulties in comprehending the reading text. This can be seen from the result of the exams. Most of the students got low marks in the narrative

text reading session. They felt bored during the reading comprehension of narrative text, and they had less participation in reading the text. The students' answers were not relevant with the questions. Sometimes students left out the reading items by leaving them blank, or they cheated off of their friends' answers.

Those low reading comprehensions of narrative text were caused by a few factors. The students were often confused by the many difficult words found in texts. Also, students had less participation in the reading activities. They felt bored during the reading of the narrative text, when it was multiple paragraphs. Lastly, the teacher's technique in teaching reading of narrative text made students bored. The teacher just led the students to find the answers for the questions available under the text. The teacher did not apply media or other strategies in teaching reading. The video was not used as media.

C. Focus of the Problem

Based on the above identification of the problem, the researcher focused her research merely on the teaching technique used for grade eleventh Social 2 of MAN 2 Model Pekanbaru. In this research, the researcher focused on these problems:

1. Students' reading comprehension of narrative text at grade ten Social 2 students of MAN 2 Model Pekanbaru was low.
2. Video movies had not been used to improve students' reading comprehension of narrative text.

D. Research questions

Relating to the background, identification and focus of the study above, the researcher formulated the problems as follows:

1. How well does video movie improve the students' reading comprehension of narrative texts for grade eleventh Social 2 students of MAN 2 Model?
2. How is the students' participation in the class activities for learning reading comprehension of narrative text affected when the researcher applies video movies as a visual aid for grade eleventh Social 2 students of MAN 2 Model?

E. Purposes of the Research

Based on the problem formulations above, the objectives of this research are:

1. To find out how well video movies as visual aids improve the students' reading comprehension of narrative text at grade eleventh Social 2 of MAN 2 Model.
2. To find out how the students' participation in the class activities for learning reading comprehension of narrative text is affected when the researcher applies video movies as visual aids.

F. Importance of the Research

The findings of this research are, theoretically, to widen the theory regarding the video movies as visual aids and develop teaching strategies for reading comprehension. Practically, to expose the effect of video movies as visual aids on reading comprehension for grade ten social 2 of MAN 2 Model Pekanbaru, for it is hoped to enrich information for the teachers about the strategy for teaching and learning reading comprehension of narrative texts.

G. Definition of the Key Terms

In order to avoid misunderstanding, the researcher clarified some key terms as follows:

a. Reading comprehension

Reading comprehension is the ability of students of grade eleventh Social 2 of MAN 2 Model Pekanbaru in reading comprehension of narrative texts.

b. Narrative text

Narrative text is an account of a sequence of events, usually in chronological order, its social function is to tell stories or past events and entertain the readers. The types of the narrative texts that the students learn are legend, fairy tale, fable, and fantasy that is used for grade eleventh Social 2 of MAN 2 Model Pekanbaru.

c. Video Movie

A video movie is as a media is used to present the narrative story to the students in the classroom by using a notebook and projector. It shows the narrative story of English Movies.

CHAPTER V

CONCLUSIONS, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the findings of this research, it can be concluded that:

1. Video movies improved the students' reading comprehension of narrative text at grade eleven Social 2 of MAN 2 Model Pekanbaru in academic year 2013/2014 very well.
2. Students' participation in class activities at grade eleven Social 2 of MAN 2 Model Pekanbaru in academic year 2013/2014 in learning reading narrative text through video movies significantly improved.

B. Implication

The finding and conclusion of this research has some implications. The implications are as follows:

1. Video movies can be applied or used for the first level of students at MAN 2 Model Pekanbaru in comprehending narrative reading text.
2. Video movies can be applied or used not only to achieve students' understanding of reading text but of narrative text too.
3. Video movies can be applied or used to arise student's participation in doing activities in learning reading narrative text.

C. Suggestion

By referring to the conclusions and implications of the research, the researcher suggests the following so as to improve teaching and learning reading comprehension of narrative text quality through watching video movies.

1. The English teacher who has the same problem as the researcher is suggested to use video movies in teaching reading narrative.
2. The researcher as an English teacher should continue using video movies in teaching reading not only for reading narratives text. This is because using video movies can improve students' reading comprehension very well.
3. The researcher as an English teacher should also be creative in selecting teaching material, interesting media, and instructional and motivated strategy to help make teaching and learning more interesting and attractive so students' participation increases during the learning activities in the class room.
4. The other researchers who are interested in carrying out a research in other aspects of English can use video movies in their future studies.

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