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THE EFFECT OF VIDEO ON READING COMPREHENSION AND READING INTEREST

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ABSTRACT

The Objectives of this study were to get empirical evidence about the difference of reading achievement between students who were taught English by using Video and those who were not. The design of the study was a factorial design 2 X 2. The samples of the study were taken from the eighth grade students of SMPN 11 Kota Tangerang Selatan. The design used to take the samples of the study was Nonequivalent control group design. There were two classes which became samples classes, they were 8.1 class and 8.2 class, each class has forty one students so there were eighty two students as a sample, 8.1 class was as a controlled class while 8.2 class was as an experimental class. The experimental class was given a video while the controlled class was not. There were two kinds of instruments used for the research. The first instrument was a test and the second one was a questionnaire. The test was aimed at measuring students' reading comprehension while the questionnaire was aimed at measuring students' reading interest. The results of the test were in the form of gained score which was analyzed by using Anova with the significance level is 5%. It was found that the mean score for experimental class was 23 and for controlled class was 22, meanwhile, the modus score of the experimental class was 22 and for control class was 20 and then the statistical computation on the gained score revealed that the significance value of Video, Reading Interest and both interaction toward reading comprehension had significance value lower than 0.05 (>0.05) while the t-table value 5%.

Keywords: Video, Reading Comprehension, Reading Interest

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A. INTRODUCTION

English has become the most popular foreign language and the most widely language used in the global world. As stated by Mazrul (2004) “English has become the predominant medium of international communication throughout the European Union. It has become the most widely spoken language everywhere”

(p. 15).

In addition, Taylor (2012) said that “Ethnologue’s own figure for first language English speakers in 2011 is 328 million viewed from this perspective English is currently the most spoken language around the globe” (p.50).

This following statement is firmly strengthened the above ones “As English plays more important role in these functions, it simultaneously finds it self acting as a language of identify for larger numbers of people around the world” (Jenkins, 2003, p. 204).

From those statements above, they are clearly stated that English is spoken by a very large number of populations in the world which means English as the most popular and frequently language used thus it can be very effective tool to connect people around the world. Since there are so many countries in this planet and they have their own native language, therefore there must be a language which enables them to connect each other, and English has successfully takes that important place.

Furthermore, Anderson (2004) said “English is now by far the most frequently used language in international conferences, increasingly it is the only official language“ (p. 58). Anderson stated that English is not only used for daily communication but also it can be used for international conferences.

The following statement also said that people in many fields use English for their negotiation and computer programming.

English is the dominant language in both business negotiation and computer programming, English has become increasingly important as a communication tool for international business, in many Asian countries nowadays with the rapid pace of globalization in both economy and science. English has become a very important tool which can promote communication in different areas between different countries (International Conference in Frontiers of Energy, Environmental Materials and Engineering, 2013, p. 412).

In line with the above atatements, Anglista also (2010) said that English today is the most widely spoken language of the world with more than non native speakers than native speakers, it is gaining new types of native speakers in countries where English is implanted in Multilanguage settings, English dominates in international relations, science and technology, military and peace keeping activities (p. 17).

Then Kavaraugh and Turow (2003) said that “English as a tool for most communication when abroad on holidays. English is perceived as the potential world language that could enable a worldwide cultural exchange and social connectivity” (p. 242).

Those above statements imply that English is very important since English is spoken for many purposes, for example for international relations, science, technology, military, conferences, etcetera.

Similarly, Meyer (2009) also said that English is currently the most widely spoken language in the world. Mandarin, Chinese may have more speakers, but no language is spoken in more parts

of the world than the English language. Because the importance of English as a world language, it has been widely studied and taught. It has been the focus of many linguistic descriptions and it is taught worldwide in thousands of classrooms and language institutes (p.9).

Moreover, English is also the most important of all subjects taught in schools like Goodwyn and Branson (2005) said "English is vitally important and typically it is described as the most important of all school subjects, principally because reading, writing, speaking and listening are needed to a greater or lesser degrees in every other school subject and for adult life" (p. 8).

Next Goudiss (2014) said stated that large numbers of people around the world are able to communicate by reading and writing English. (p. 16).

Therefore, English is inevitable in a modern society, as consequently, it can not be denied that English has taken the important position for almost all sectors such as economics domains, social domains, culture, politics and many more. Hence, the mastery of English should be acquired by many people who want to pursue their career or their quality of life and compete in the globalization era.

Hence students have to learn a lot harder to master English as its importance to face the globalization era.

Those statements above tell about the importance, the strength and also the influence of English. Therefore, it is difficult to deny that the only language which is most widely used all over the world today is English.

In spite of the importance of English and its inevitability in a modern society, there are still so many students who think that English is a difficult subject taught in the classroom. There are some reasons why English considered as a difficult subject: Firstly, The students have lack of vocabularies. As this research said that there were 572 students from 19 secondary schools and Junior Colleges who took part in this survey. The most difficult problem participants reported when writing compositions was lack of vocabulary, followed by lack of content (Mark Shiu-Kee Shum De Lu Zhang, 2005, p. 255).

As the above statement stated that the reasons why students considered English is very difficult is that they have lack of vocabularies therefore then the teacher should present their teaching English through an interesting way, teaching through an interesting way can be conducted through teaching technique and media used in teaching English, by doing so, it is expected that students' learning interest and students' learning outcome is enhanced.

In relation to vocabulary, it is much related with reading comprehension. Since in reading comprehension, there are many vocabularies should be known therefore students will have obstacles in understanding the context in reading passages, if they have lack of vocabularies.

In relation to reading comprehension, according to Indonesian Education National Department, Reading comprehension is categorized as a receptive skill, as follows:
In Indonesia, English is still taught as a foreign language In Indonesia and it focuses on mastering four skills; listening, speaking, reading and writing. Listening and reading are receptive skills while speaking and writing are productive skills. All of the skills are to be improved in the process of teaching and learning English (Standar Kompetensi Mapel Bahasa Inggris, 2003, p.25).

From the information above, there are four skills that the students have to learn or even to master English, there are listening, speaking, reading and writing. However, from all four skills, reading becomes one of the most difficult in English components. There are some reasons why reading considered as one of the most difficult English components: One of the most common reasons is that there are so many vocabularies in which students have to master.

In addition, numerous studies have documented that vocabulary knowledge is highly predictive of Reading comprehension. (Johnson, 2014, p. 104). Thus vocabulary mastery and reading comprehension are things which can not be separated.

Based on the minister of national education regulation on content standard of English curriculum, Reading is as follow:

Reading is one of skills which is very needed by students. In Junior High School, the students are expected to be able to comprehend and make short functional, monolog text and essay in the form of procedure, descriptive, recount, narrative and report text. The gradation of teaching material can be seen on the use of words, grammar and rhetoric steps (The minister of national education regulation on content standard of English Curriculum, 2006, p. 278).

It is very clear stated that reading is very important for many kinds of aspects, for personal development, social economic and civic life. And it is also considered as one of the most important English components in English.

Moreover, for the a bit closer scope, in Indonesia Reading comprehension takes more dominant space in language teaching and language test, it can be seen from the final national exam which there are four skills in English : listening, reading, speaking and writing, reading is the only one which is tested in the final national exam. It proves that Reading comprehension is considered as a very important language skill in English. Therefore, it should be quickly discovered the right technique for teaching reading so that the students will find studying reading interestingly and effectively. At last, it is expected the optimal learning outcomes of the students will go better.

Those reasons above which make the writer takes a reading comprehension as one of the variables in the research.

Ironically, Despite the importance, the strength, the advantage and the influence of learning English, based on the experience of the writer in teaching English in schools, there are still many students that feel learning English is a difficult and boring activity. Therefore, their reluctance and boredom in learning English can be their barriers to achieve the optimal result on learning English. If their barriers are not well and quickly solved the optimal result will not be able to achieve. Therefore, the researcher tries to do the research on the effect of using Video on students' reading comprehension. Hopefully through Video, students will not be reluctant and feel bored to learn English and as a result students will be able to improve their English easily.

At last, as Dunkels, Franberg and Hallgren (2011) stated that "Media and Technology can offer a wide variety of entertainment, information and information for students" (p. 89).

It is very much expected that Video can be an effective and efficient media in improving students' reading comprehension and students' reading interests.

B. THEORY

B.1. Reading COMPONENTS

William (2009) said that there are some major components of reading that combine to build reading comprehension abilities: Syntactic knowledge and processing skills, Reading strategies that support comprehension, the integration of reading strategies and higher level processing to develop the strategic reader, the role of discourse knowledge, the centrality of vocabulary knowledge (p.195).

From the above statement, it can be implied that in reading, learners should learn many reading components that is why one said that reading is a complex activity, those who want to master reading should much vocabulary, large prior knowledge and learn more grammar, syntactic knowledge, phonemic awareness, etcetera.

In line with Grabe, Hiebert (2005) said that “there are reading components, they are Phonemic awareness, Phonics, Fluency, Comprehension, and Vocabulary” (p. 121).

More over, Prior and Gerard (2004) stated that “Reading components consist of Phonemic awareness, Phonics, Fluency, Comprehension and Vocabulary” (p.11).

Not very much different from Jennifer Prior, Bneuman and Dickinson (2011) said that “there are five essential components of reading development, they are the alphabetic principle, phonemic awareness, oral reading, fluency, vocabulary and comprehension” (p.228).

In addition, Bishop (2010) said that “Reading can be broken into two major components: Word analysis and Comprehension. Word analysis and Comprehension seem to be mutually enriching tasks” (p.120).

From all the above explanations about reading components, reading components can be summed up, there are some components in reading, they are alphabetic principle, phonemic awareness, oral reading, fluency, vocabulary, comprehension, phonics.

On the other hand, Reading materials are key component in most language programs. Whether the teacher uses text book, prepares materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. Some teachers use instructional materials as their primary teaching resource. For learners, materials may provide the major source of contact they have with the language apart from the teacher.

Reading materials are tool for a teacher in the teaching reading. It is something that can be presented and something that can be used for classroom activities. It provides the language elements such as grammar or list of vocabulary

In school based curriculum, teaching reading materials for a second grade of Junior high School are:

1. Procedure
2. Recount
3. Narrative

4. Descriptive

B.2. The Purpose of Reading

Ritchie and Thomas (2012) said that the purpose of reading is not only to gather information but also to develop your understanding to weave to gather new ideas and knowledge and to introduce new perspectives into your thinking. Reading should not be seen as a mechanical process or a chore, but as a way of stretching your thoughts and imagination (p.27).

The above statement implied that reading can not only be seen only as understanding printed words in a text or passage but reading can be meant as a way of stretching thoughts and imagination. Therefore if readers read a text, it is not enough only to understand the texts but readers should comprehend then apply what they read.

Below are explained about the ways of achieving reading purposes, some of these types of instruction were concerned with reading purposes:

- a. Questioning answering, where readers answer questions posed by the teacher and receive immediate feedback.
- b. Question generation, where readers ask themselves questions about aspects of the story.
- c. Summarisation, where readers are taught to integrate ideas and generalize from the text information (Oakhill *et al*, 2015, p. 109).

B.3. Factors Affecting the Readers' Comprehension

Westwood (2008) stated that "Comprehension can be caused by a variety of different factors, including those intrinsic to the individual and others related to insufficient instruction and to inappropriate materials" (p.33).

Meltzer (2007) also said that "Factors affecting comprehension that may benefit from executive control. Three frequently cited factors affecting comprehension are word recognition, background knowledge and comprehension strategies" (p.145).

From the two explanations, it can be inferred that there are some factors in having good comprehension. First, it is word recognition, students have to be able to identify the words, for example the words belong to adjectives, nouns, verbs, etcetera, secondly background knowledge is very important factor in becoming a good comprehender, it really helps students to comprehend the text, when they have strong background knowledge, they will find it very easy to understand or even to comprehend because they have much vocabulary since having much vocabulary is the key factor, those who do not have them will encounter problems in comprehending. Background knowledge is not only related to the vocabulary size but it is related to many things, it can be seen from readers' English skills, such as speaking, reading, writing and listening and English components, such as grammar and vocabulary, Background knowledge about places, history, cultures, education, etcetera, they are also very important, in brief for example readers who know well about Indonesian National Curriculum will find a lot easier to read English book about it rather than those who do not know well about it. Thirdly,

reading strategies is also vital, readers should have reading strategies, there are many strategies eventually in reading, basically there two main strategies, they are skimming and scanning.

In addition, Inerney and Etten (2005) said that most reading researchers now assume that “comprehension implies active construction of meaning rather than passive reception of information from text” (p.45).

Lems (2010) concludes that reading comprehension is not a static competency. It depends on reader’s purpose to read and reader’s basic knowledge with the text in used. In addition, the role of strategies helps the reading comprehension achieved (p. 170).

Lem said that Comprehension is not merely about vocabulary but also it is about reading strategies, reading purpose and reader’s basic knowledge.

Flynn and Stainthorp (2006) explain that in much educational literature the term ‘Reading Comprehension’ is often used to depict the understanding of texts to differentiate this activity from comprehension of language when listening (p. 51).

Zhihong (2000) stated that to communicate and express the ideas effectively, human must have sufficient words. Words itself is the important basic of the language form. Students who have limited vocabulary will face the obstacle in learning a foreign language (p. 18).

B.4. Reading Comprehension Strategies

A Reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension (McNamara, 2006, p. 6).

The following are the five steps for explicit instruction of comprehension strategies:

- a. Provide an exact description of the strategy and explain when and how it should be used.
- b. Provide modeling strategy
- c. Provide opportunities for collaborative use of the strategy in action.
- d. Lead guided practice sessions using the strategy and allow for a gradual release of responsibility from the teacher to the student
- e. Encourage students’ independent use of the strategy. (Medina Conni, 2004, p. 7)

Raymond Philpott and Graves (2009) propose eight strategies of Reading comprehension. They state that the strategies could not stand alone, they need on another (p. 107). The strategies are discussed as follows:

- a. Using prior knowledge. Should students have little or no prior knowledge about given topic, it is important that you provide them with at least a basic framework for understanding whatever topic they are going to encounter.
- b. Asking and answering questions. A reader asks questions both prior and while reading a selection; then she attempts to address the questions as she progresses through the text.

- c. Determining what is important. This strategy entails having readers understand what they have read and forming judgments about what is and is not crucial information.
- d. Summarizing. Summarizing is the best described as focusing on the primary idea or compelling reason why an author has chosen to write on a particular topic.
- e. Making inference. When use this strategy, they infer meanings by using information from the text and their existing schemata to fill in information that is not explicitly stated in the text.
- f. Dealing with graphic information. Readers give special attention to the visual information supplied by the author
- g. Imaging. Readers create mental pictures of the text they are reading or they can graphically represent the relationship among elements of a text
- h. Monitoring comprehension. Readers carefully consider what they desire to gain from a text and their understanding or lack of the text as they read.

B.5. The Advantages of Video

There are many advantages that the students get from Video as a media used for teaching English in the classroom. The advantages of Video are shown, below.

Video is often used as a form of professional development. It is a useful tool, for example, in observing the way in which we interact in the classroom. Similarly it can be a powerful method of generating data for your inquiry topic. It can be a useful resource when interviewing subjects as their body language and mannerisms can be captured in a way not accessible by voice recorder alone or can be used as starting point for discussion (Mitchell & Pearson, 2012, p. 36).

From the statement above, it is said that Video can be used for observing students' activities in the classroom, inquiry, a starting point for discussion, etc. Other benefits or advantages of Video are also explained by Mukalel (2007) "Video sessions can form the basis for a large variety of classroom practices. Video films may form part of tutorial sessions so that language work can follow from the material presented on the material" (p. 145).

The statement above explained that Video can be used for various practices in the classroom, there are eventually many learning practices which can be done during the session, such as discussion, pair work, group work, individual work, etc, those practices mentioned can be assisted through video use.

Furthermore, Video can be utilized to illustrate how something works, video provides information in detail than text and graphic. "Video can grab students' attention, video can show real life examples, video stimulates discussions, video can appeal to the learning styles of visual learners, and video could enhance problem based learning". (WWW. Slideshare.net/Pedrol Martinez/Advantages of Video Based Instruction).

The above explanation clearly tells that video has many benefits to learn any school subjects include English because it can provide much more information than text and graphic, moreover video

can grab students' attention. Therefore the use of video is expected to be able to enhance students' interest. Hence with video, the learner has more control over the information he receives and an additional opportunity for deeper learning by being able to stop, rewind, fast forward, and replay content as many times as needed, therefore video can help educators address the challenge of different learning styles and enhance the way in which today's children in which today's children and youth access, absorb, interpret, process, and use information.

Therefore, Video is clearly an essential tool that can have a powerful impact on student retention of information as well as on student engagement. The rapid ability of video tools supports the changing role of the educator. Teachers will increasingly perform the mentoring both person and over distance, across geographies and time and across different media. This will turn the world into a universal multimodal classroom, giving learners, educators, and their institutions access to vast amounts of content worldwide.

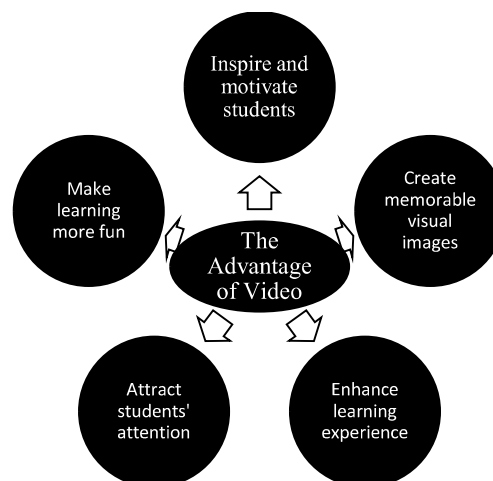


Figure 2.2
The Advantage of Video

B.6. The Importance of Interest

Interest is very important for learners who want to succeed in their study because without having interest, it seems to be impossible for learners to have an outstanding success in their study because Interest is a drive for learners to study. It is strengthened by Woolfolk (2004) who said that “Students ‘interest in and excitement about what they’re learning is one of the most important factors in education” (p. 362).

As Woolfolk’s statement that Interest is the most important factor in education, it has a meaning that there are eventually many factors indicating teaching and learning process run successfully, for instance teachers are able to allocate the time span effectively, the target language is achieved, teacher

uses a proper media, etc however no matter how qualified are the teachers, how appropriate the media used, how sophisticated the facilities, etc if those are not able to enhance students' interest in learning, it will not give positive impacts for the sake of teaching and learning process.

C. METHOD

C. 1. Research Design

When looking at numbers and the multiplication sign in Factorial design descriptions (i.e. 2×2), each of the numbers represents an independent variable and the value of the number represents the number of levels of the independent variable (Edward Jane, 2016, p. 810).

Free Variable Attribute variable		Learning Media	
		Video	Conventional media
Reading Interest	High (A_1)	$X_1 A_1$	$X_2 A_1$
	Low (A_2)	$X_1 A_2$	$X_2 A_2$

Figure 3.1
Factorial Design 2 X 2

Notes:

1. $X_1 A_1$: The students of experimental class (using Video) who have high interest
2. $X_1 A_2$: The students of experimental class (using Video) who have low interest
3. $X_2 A_1$: The students of controlledclass (using conventional media) who have high interest
4. $X_2 A_2$: The students of controlledclass (using conventional media) who have low interest.

Table 3.1
Procedure Factorial Design 2X2

R	O1	X	Y1	O2
R	O3		Y1	O4
R	O5	X	Y2	O6
R	O7		Y2	O8

The groups are selected based on the random and each group is given a pretest and a post test

C.2. Population and Sampling Techniques

1. Population

The population taken in this research was all the eighth grade students of SMPN 11 Kota Tangerang Selatan. There are nine classes for the eighth grade and the total number of the eighth grade students at SMPN 11 Kota Tangerang Selatan is 352 students.

2. Samples

From nine classes of the eighth grade in SMPN 11, then they were divided into two classes for the sample classes, one is as an experimental class and the other one is as a controlled class. The design used for deciding the samples is Nonequivalent Control Group Design.

The purpose of Nonequivalent Control Group Design is to evaluate the effectiveness of some treatment program. Those in program are compared with those in a control group who are not treated. This design is used when random assignment is not possible, so in addition to the levels of the independent variable, the member of the control group differ in some other ways from those in the treatment group (Goodwin, 2010, p. 372).

The procedures of taking the sample classes are as follows:

1. Deciding the classes which become population of the research
2. Deciding classes which become samples of the research from the population
3. When the class samples were decided then the class samples were randomized by using a coin to determine which one is as a controlled class and an experimental class.

C.3. Variable Operational Definition and Conceptual Definition

a. Variable Operational Definition

1. Video : A collection of moving pictures which are gained from camera recording or other media. In this case, those moving pictures are uploaded into youtube.
2. Reading Interest : A very positive attitude of Reading. Interest is a positive attitude, the positive attitude in this context can be meant as a love of Reading.
3. Reading Comprehension : The Understanding of meanings of written or printed words in texts. In this case, The Reading text in this research is a narrative text.

b. Variable Conceptual Definition

1. Video : Video is a recording of moving visual images made digitally or on video tape
2. Reading Interest : Interest means a feeling of wanting to learn more about something or to be involved in Reading

3. Reading Comprehension : Reading comprehension is the end goal of all reading and it is the understanding gained from reading text

D. RESEARCH FINDINGS AND DISCUSSIONS

1. The Description of Data

There were two classes out of nine classes which were decided as sample classes. They were 8.1 class and 8.2 class, 8.1 class was decided as a controlled class and 8.2 was decided as an experimental class. Before doing the pretest for both classes (experimental and controlled class), The instruments were tested for their validity and reliability in a different class and after both instruments were analysed and they were valid and reliable enough then they were used for both pretest and post test instruments. There were two kinds of instruments in this research, there were reading comprehension test which consisted of 32 items and a questionnaire of reading interest which consisted of 33 items. Below is the result of the students' post test.

Table 4.9
Test of Between Subjects of Reading Interest and Reading Comprehension

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	169.643 ^a	3	56.548	7.932	.000
Intercept	41760.446	1	41760.446	5.858E3	.000
Reading interest	77.715	1	77.715	10.901	.001
Reading comprehension	33.868	1	33.868	4.751	.032
Reading interest and Reading comprehension	60.209	1	60.209	8.445	.005
Error	556.076	78	7.129		
Total	42599.000	82			
Corrected Total	725.720	81			

a. R Squared = .234 (Adjusted R Squared = .204)

The above table described that Test of Between Subject Effects shows that all Sig Value for three hypotheses < 5% (0.05), students' reading interest is 0.01, reading comprehension is 0.032 and students' reading interest and **reading comprehension is 0.005**. Therefore, it can be concluded that, as follows: H0 which says there is no interaction between the usage of Video on Reading Comprehension and Students' reading interest is rejected.

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