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**USING FAIRY TALE VIDEO TO IMPROVE STUDENT'S
READING COMPREHENSION VIII-G AT SMPN 33 SURABAYA**

THESIS



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ENGLISH DEPARTMENT**

FACULTY OF LANGUAGE AND SCIENCE

WIJAYA KUSUMA UNIVERSITY SURABAYA

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APPROVAL SHEET

Skripsi oleh Jeshua Klemens Ongkodihardjo, NPM 19620026, dengan judul *Using Fairy Tale Video to Improve Students Reading Comprehension VIII-G at SMPN 33 Surabaya* telah memenuhi syarat untuk diikutkan dalam ujian.

Surabaya, 12 Juli 2023

Disetujui Oleh:

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ABSTRACT

Ongkodihardjo, Jeshua Klemens. 2023. "USING FAIRY TALE VIDEO TO IMPROVE STUDENT³ READING COMPREHENSION VIII-G AT SMPN 33 SURABAYA". Under the thesis of English Education Department, the Faculty of Language and Science, Wijaya Kusuma University of Surabaya. Advisor by Dra. Bekti Wirawati, MPd and Dr. Ribut Surjowati, S.Pd., MPd.

Keywords: *Improving, Fairy Tale Video, Reading Comprehension*

¹⁴ This research was aimed at finding out the use of fairy tale video as a medium to improve students' reading comprehension at the eighth grade²⁸ of SMP Negeri 33 Surabaya. The research subject was VIII - G and ⁵ there were a total of 30 students. Classroom Action Research was used in this study which was conducted in 2 cycles. Each cycle consists of planning, acting, observing, and reflecting. The technique of collecting ²⁶ data was test and observation. The instruments were test and observation checklist. This research was conducted in collaboration with an English teacher at SMPN 33 Surabaya, who was Rizqa Itsni Nur Fadilah, S.Pd. The results of this study, diagnostic test scores that passed KKM 75 were 7 (26.92%) students and cycle 1 there were 17 (65.3⁵⁹) students. And in cycle II were 21 (80.76%) students passed KKM and achieved the criteria of success. It could be concluded that the classroom action research was successful in improving students' reading comprehension through the implementation of video media at the eighth grade of SMP Negeri 33 Surabaya. ⁸

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All praises to the Lord Jesus Christ for all He has done in my life. It's all also because of His never-ending blessing and guidance, ⁴⁴ that I'm able to finish this thesis.

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 2. Lecturers especially in English Department, for their endless support throughout the whole first semester until the last, which ¹⁸ has helped me to understand and build my knowledge in English Education.
 3. Headmaster, teacher and students at SMPN 33 Surabaya, especially in class VIII-G who had given me the opportunity to conduct this research.
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Surabaya, 12 Juli 2023

Jeshua Klemens Ongkodihardjo

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CHAPTER I

INTRODUCTION

This chapter presents about: (1) Background of the Study; (2) Statement of the Problem; (3) Objective of the Study; (4) Significance of the Study; (5). Operational Definition.

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1.1 Background of the Study

Reading is one of the most important language skills that students should master. There are more benefits to be derived from reading than people realize, besides increasing their knowledge about certain area, it also helps them to accustom themselves into interpret written texts, extract information, make inferences, and critically analyze the content. ¹ Reading needs to be applied when children are as early as possible when children enter formal education institutions (Wigfield, Gladstone, & Turci, 2016). The ability to read is needed, especially in education, because by reading students can understand and easily understand the material provided.

¹ Reading has important benefits because reading can broaden one's horizons and knowledge (MS&Rachmadtullah, 2018). ² Skills in reading, especially reading comprehension are very important for each student and cannot be negotiable (Oakhill, Cain, & Nesi, 2016). This is based on an idea that most knowledge acquisition is done by students through reading activities (Lindeblad, Svensson, & Gustafson, 2016). ¹ Skills in reading comprehension as a process of interaction between readers and texts

in a reading event. Activity or reading where the emphasis is directed at skills and mastering the contents of the reading. Readers must be able to master and understand the reading they read. In this case, the element that must be present in every reading activity is understanding (Martin-Beltrán, Montoya-Ávila, García, Peercy, & Silverman, 2019).

Despite being exposed to reading texts since elementary school, a significant number of students in SMPN schools struggle to comprehend the material presented in the text. ¹ The fact that can be seen so far is the low reading skills of students because there are still many students who are lazy to read or the little interest in reading students (Hahnel, Goldhammer, Naumann, & Kröhne, 2016). This could be proved from the previous study made by Widjaja (2019), with its title "Challenges in Reading Comprehension among Junior High School Students in Indonesia". The result from this study indicated that a significant number of junior high school students in Indonesia struggle with reading comprehension. When tasked with identifying specific information or main ideas from a text, these students often resort to reading the entire text, resulting in confusion and difficulty in locating relevant information. Consequently, answering questions based on the text becomes challenging for them.

Based on observations made by the researcher on May 19, 2023, the majority of SMPN 33 Surabaya students experience ⁴ difficulties in reading comprehension such as understanding text with English words. According to the suggested curriculum, namely the 2013 curriculum, the researcher tried to use video such as fairy tales to ease

the difficulties experienced by students at SMPN 33 Surabaya. They had difficulty in making conclusions ⁴ and finding the main ideas of the text. They are confused to identify information from text. It is difficult for them to answer questions from the text. Their reading scores tend to be low and below the minimum criteria (KKM). This was caused by several factors such as: less conducive learning space, difficult subject matter, and inappropriate teaching methods, such as the teacher used traditional methods of teaching, which is from book and let the students read on their own. In addition, students' limited comprehension of the English subject also becomes one of the factors in this case.

In the Indonesian context, ⁵¹ where English is taught as a foreign language, there is a need to explore innovative approaches that can enhance students' reading comprehension abilities. The utilization of fairy tale videos aligns with the 2013 curriculum's emphasis on integrating technology and multimedia resources in educational settings. Therefore, the researcher tries to overcome the problems faced by students by implementing fairy tale videos as a medium to improve students' reading comprehension. ⁴ Fairy tales are fun and meaningful (Hanlon, 2002). They emphasize human experience, history and values. Fairy tales have universal values and plots that add familiarity to students. Fairy tales provide entertainment and further topics for discussion. They are fun and short, rich in language but not too grammatically complex. ³⁵ Fairy tales as a part of folklore can be found everywhere in various forms (Greenia, 2007), such as fables, mythical fairy tales, lastly modern and adapted fairy tales.

Existing research has explored the impact of multimedia resources on reading comprehension in language learning. However, there is a lack of studies specifically focusing on the effectiveness of using fairy tale videos to enhance reading comprehension skills among VIII-G students at SMPN 33 Surabaya. This gap in research leaves educators and policymakers without specific evidence regarding the benefits and challenges of incorporating fairy tale videos in the Indonesian context. By addressing this gap, this thesis aims to provide valuable insights into the unique advantages and considerations associated with using fairy tale videos as a educational tool.

The use of video was chosen because students in class VIII-G tend to be active and interested in using media in class so that the use of video is appropriate and is expected to generate a new atmosphere and way of learning for the class. There are many benefits that can be taken by using videos in the form of fairy tales for students such as improving reading vocabulary skills, thinking critically, understanding the meaning of vocabulary and providing moral values from story texts. In conducting research, the researcher collects data first through student scores in the previous class, then after getting the data, we can observe and start for the next test in ways and methods using narrative text in the form of fairy tales. In this research, the researcher aims ¹⁴ at finding out whether the use of video can improve the SMPN 33 students' understanding of reading skills.

23 1.2 Statement of the Problem

Based on this background, the problem can be formulated as follows:

- Can the use of videos improve students' understanding of reading skills at SMPN 33 Surabaya?

37 1.3 Objective of the Study

Based on the formulation of the problem, the objective of this research is to find out that the use of video can improve students' reading comprehension.

9 1.4 Significance of the Study

The significant of the study can be theoretically and practically.

1. Theoretically

The results of the study can improve students' English learning. This research finds out how to find the best media to improve students' reading comprehension at SMP Negeri 33 Surabaya.

2. Practicaly

- a For Students, they will understand that learning and understanding reading is not complicated and boring, through the use of media, in this case is fairy tale videos.
- b For teachers, teachers can use videos as alternative media in their classes so that teaching and learning activities become more interesting.

- c Researchers can benefit from the results of this research and develop professionally in the future.

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The results of this study will be applied and used in the classroom to improve students' reading comprehension through the use of videos.

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1.5 Operational Definition

To avoid the problem of misunderstanding and misinterpretation of the research findings, the researcher wants to explain and define the operational definition used such as video in an effort to improve students' reading comprehension.

1. Reading Comprehension

Reading comprehension is the ability to understand text and give meaning of it in context of the reader's existing understanding. The core abilities required for effective reading comprehension include recognizing word meanings in the context of the discourse, forming conclusions about the reading's content from those conclusions, and identifying the key ideas of the reading. Possibility of identifying existing propositional structures and the capability to respond to questions put in a passage.

2. Videos

Video is one of the media or methods that might be applied for teaching and learning activities. The use of video in the classroom can provide a new, fresh

learning atmosphere and is also expected to increase student interest in learning so that student won't become bored while taking classes. Harvey, S., Goudvis, A Strategies that work teaching comprehension to enhance understanding. York, ME: Stenhouse Publishers (2017).

3. Fairy Tales

Fairy Tales is fun and meaningful (Hanlon, 2002). They emphasize human experience, history and values. Fairy tales have universal values and plots that add familiarity to students. Fairy tales provide entertainment and further topics for discussion. They are fun and short, rich in language but not too grammatically complex. Fairy tales as part of folklore can be found everywhere in various forms (Greenia, 2007), such as fables, mythical fairy tales, lastly modern and adapted fairy tales.

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses about : (1) The concept of Reading; (2) The concept of Reading Skill; (3) Reading Comprehension; (4) The Purpose of Using Video

2.1 Concept of Reading**2.1.1 Definition of Reading**

Anderson et al. (2016) defined reading as the process of extracting meaning from written sources. Integration of several linked information sources is necessary. Reading is seen by many educators, textbook writers, and language test creators as requiring a variety of abilities and talents. Reading component sets are commonly cited as offering top-notch frameworks for lesson planning, instruction, and test design. (Liu, 2010)

Reading is helpful for learning a language, claimed Harmer (2008:8). The more kids read, the better they get at reading if they can at least partially understand what they're reading. Additionally, reading comprehension is a challenging language skill that can be gradually developed from easy to difficult exercises. Due to the intricacy of the ideas communicated and presented through writing, students require a variety of abilities and skills to understand it. Students must be able to decipher the meaning required to access

certain pieces of information, solve problems through reading, and attempt to understand concepts after a series of readings.

2.1.2 Principles of Reading

1. If the language isn't compelling, there isn't much you can do. A simple concept that is routinely ignored. Interest is important because it increases motivation, which is a significant factor in accelerating reading speed and fluency. Who finds that appealing? mostly for children, but more interesting for professors as well. How can we determine whether our pupils are interested in reading in English? Find out what they like to read personally. By peering over their shoulders in the library, asking the school librarian, spending a few minutes in the neighborhood bookshop, etc., you can find texts on comparable topics that are written in English and are of a suitable level.
2. Students should read texts as their primary objective during a reading session, not listen to the teacher, read comprehension prompts, compose comprehension responses, or discuss the text's subject matter. The important thing is to find a balance; this is not to say that these activities are not important. Naturally, a class that aims to combine a reading activity with another skill will legitimately have two equally important responsibilities (such as a related writing work). However, I want to underline that in a single-skill, "reading only" session, it should not be

allowed for the primary activity of learning to read to get buried in a sea of auxiliary supported activities. Reading is the only way to read, and it is the only way to learn to read.

3. Language development is an essential part of the development of reading abilities. The emphasis has moved in recent years to put more emphasis on training in pertinent skills and strategies. This change in emphasis is good, but it's vital to keep in mind that even the best skills and approaches won't benefit students much unless they're also expanding their "sight" vocabulary and picking up on common sentence structures and rhetorical devices in text.
4. Instructional strategies in the classroom ought to emulate the purposeful, task-based, participative nature of real reading. A psycholinguistic reading process paradigm holds that the reader is actively attempting to put together the author's meaning (such as Goodman 1967). In this internal dialogue, theories are developed, predictions are made, skepticism is expressed, uncertainties are later addressed, new information is added to the past, outmoded beliefs are replaced by new ones, etc. As a result, reading is comparable to speaking out loud in that it is both active and engaging. How might interactive learning—which is a key element of good reading—be promoted in reading classrooms? In the classroom, where inter-learner discussion of the given texts and exercises is not only permitted but also

encouraged. This form of purposeful, audible interaction, which need not be in English, imitates the interactive quality of an effective, private, quiet reading style.

5. Teachers need to learn how to remain quiet; far too often, they interfere with their pupils' ability to read by being intrusive and chatting excessively. Even though it may and should be supported by cooperative group effort, reading is an individual skill, much like swimming or playing the piano. It needs to be applied while being led, given a lot of support, and having certain goals stated. The transition from being the usual center of attention to becoming a learning manager rather than a teacher can be difficult for many teachers. However, there is considerable satisfaction in seeing groups of students improve at their best rate, assisting them with their particular issues, and observing how much pleasure they derive from reading and enjoying a text.

2.1.3 Kinds of Reading

¹⁸ Reading can be divided into two categories, intensive reading and extensive reading, depending on its intended use.

a. Intensive Reading

You can learn more specific information if you read fast and intently. Most likely, the main goal of this exercise is to

draw attention to the accuracy task that necessitates close reading. More significant than skimming is the act of scanning. Reading dosage instructions for medications is an illustration of how the reader is making an effort to retain all the information. During intensive reading, students frequently read a page to explore the meaning and become accustomed to the writing style. Only via more in-depth reading, claims Hedge, can students have real-world experience applying these abilities independently on a range of themes. These strategies can either be aimed at the student or the text; the latter category includes strategies like linguistic, schematic, and metacognitive techniques. The first requires knowledge of text organization.

b. Extensive Reading

The reader deals with a long text as a whole, therefore they must be able to understand the separate parts and how they contribute to the larger meaning, which is usually for their delight. There are numerous definitions for ¹⁸the term “extensive reading.” According to Hedge (2003: 202), some people use it to describe “skimming and scanning activities,” while others associate it with the amount of content. “The educational value attribute to lengthy reading is founded on the concept that

subjecting pupils to copious amounts of valuable and intriguing L2 content will, over time, create a favorable influence on the learner's command of the L2," claim Hafiz and Tutor. The idea behind the "educational value attribute to lengthy reading" is that exposing pupils to a lot of interesting and valuable L2 content will eventually have a favorable impact on their command of the language.

Seven main categories of reading texts are covered for secondary school students. Some of their forms include descriptive, narrative, comical, recount, method, report, and anecdote (Ministry of National Education, 2003: 17). Students are expected to understand and master the entire book after studying English. According to the limitations, conceptualization, and research aims in the previous chapter, the author would like to limit his or her discussion to ⁴⁸descriptive text.

2.2 Reading Comprehension

2.2.1 Definition of Reading Comprehension

Reading involves active participation in order to attempt to understand the text's meaning by thinking and audibly repeating the words. Remember that there are different reading skills that correlate to the different functions that reading plays

in our lives. Reading is not a talent that is universal. Reading comprehension, according to Olson and Diller (2002: 42), is a phrase used to identify the abilities required to comprehend and apply knowledge found in written materials. Reading is described by Clark and Sandra (in Simanjuntak, 2008: 15) as an active cognitive process that increases with print and establishes comprehension. Kennedy (2002:5) makes the case that the ability to detect a visual shape and link it to a sound or meaning is what reading is all about.

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2.3 Reading Ability

2.3.1 Definition of Reading Ability

Ability is the capacity of a person to complete different duties in a specific employment. The capacity to accomplish an action is essentially what the word "ability" refers to. The capacity to carry out a task is referred to as ability or talent.

The process of comprehending written text is called reading (Rumelhart, 2005). Reading is a process that begins with the surface representation of language and ends with specific ideas or meanings regarding the messages the author intended. As a result, reading involves both perceptual and cognitive processes.

The capacity to read is the means by which a reader and writer communicate in order to exchange knowledge and information. Reading proficiency will best develop in conjunction with writing, speaking, and listening exercises, claims Brown in Logman (2001: 298). Your goals will be best met by utilizing the relationships between abilities, especially the reading-writing connection, even in classes that may be categorized as reading.

2.4 Purpose of Using Videos

In this chapter the author wants to provide information about the theory of increasing students' understanding, especially reading skills. Reading skill is one of the learning materials to improve the content or meaning of a reading or story. The media that the authors discuss and use in this study is the use of videos from YouTube.

YouTube is one of the websites that is currently often used by everyone to find information, news and learning in the form of videos. The media that the researchers used at this time were videos from YouTube with the theme of fairy tales. The use of fairy tale-themed videos is expected to increase, provide knowledge with new methods and attract students to learning.

¹⁵ Once readers begin to consciously combine their thoughts with content video, they can turn that information into knowledge. (Wilkinson and Son 2011) declare that "Integrating content and comprehension instruction

means that strategies help students make sense of the content, and the content gives meaning and purpose to the strategies"

² Researchers have found that teaching reading strategies is a key element in developing students' comprehension. However, many teachers do not have a solid foundation for teaching these reading comprehension strategies. Therefore, teachers need to be prepared how to design effective understanding strategies and how to teach these strategies to their students. Therefore, this study aims to study effective reading strategies in order to improve reading skills in language classes.

¹⁵ Understanding strategies and having the disposition to use them encourages students to take an active rather than a passive attitude toward learning. We can integrate our knowledge and actively apply it to experiences, situations and circumstances in our daily lives.

Teaching students to understand means we show them how to construct meaning when they read. Strategy instruction is all about teaching readers, not just reading. ⁶³ Comprehension instruction is most effective when the teacher does the following:

- ¹⁶ 1. Teach with the end in mind.
2. Teaching plans that are responsive to the individual needs of students.
3. Model their use of understanding strategies over time.
4. Remind students that the purpose of using strategy is to construct meaning and engage in the text.

5. Articulating **how** to think **helps readers better understand what they read**

2.4.1 The Implementation of Using Video

Here are the implementation steps:

1. The researcher determines the teaching materials in the student book by adjusting to the lesson plans.
2. Researchers make videos or look for learning video material that refers to teaching materials.
3. Researchers provide learning videos to students via the LCD/Projector in the classroom.
4. The researcher gives some directions regarding the learning videos and then gives tests or questions after the students have finished watching the learning videos, with appropriate assignments in the learning videos aiming to find out how well students understand the material, especially the development of reading comprehension in the learning videos.

Using this learning video can be used as a media solution used in learning, because learning videos are very effective to use. The use of this learning video provides many benefits for teachers and students. One of the benefits of learning videos for students is that they can increase students' enthusiasm for learning, because in learning videos

the material presented is easy to understand and learning videos that are made interesting can increase student learning interest.

2.5 Previous study

Some related studies become the references for this research. The first related study by Pitria Supangesti in 2019 entitled “Using Video Subtitles to Improve Students Reading Comprehension in Narrative Texts. The test results showed that the use of video subtitles gave positive implication which effected on learning improvement especially reading comprehension. The second similar research also conducted in 2020 by Samsul Marpitasa entitled “The Effect of Video on Reading Comprehension and Reading Interest”. The test was aimed at measuring students reading comprehension while the questionnaire was aimed at measuring students reading interest. Considering the two previous related studies, it proved that video, which had been implemented in English learning classes, has an impact as a media educational tool. Researchers of this study tend to know the effectiveness of video media in students reading comprehension. The difference between this study and previous research lied in the place, time and learning environment.

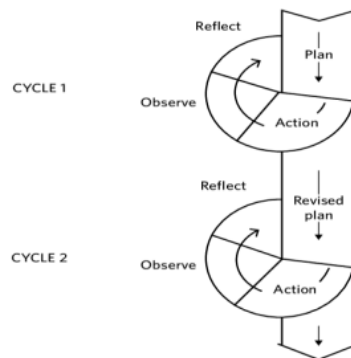
CHAPTER III

RESEARCH METHOD

This chapter discusses about research methodology. It consists of (1) Research Design, (2) Research Setting, (3) Subject of Research, (4) Research Procedures, (5) Data Collecting Techniques; (6) Instrument of the Data, (7) Data Analysis and (8) Success Indicator.

3.1 Research Design

The researcher chose the classroom action research as a research design to improve the quality of teaching and learning activity in English reading class at SMPN 33 Surabaya. Kemmis and McTaggart break down the model or technique of classroom action research into four steps: (1) planning, (2) acting, (3) observing, and (4) reflecting. A cycle is the term for the relationships that exist between them.



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Figure 3.1 Figure of Research Design

The research used classroom action research by using (Kemmis and McTaggart's, 1998) model.

3.2 Place and Time

The research has been taken place at SMPN 33 Surabaya especially the eighth-grade students, which was located at Putat Gede Selatan Street No. 8, Surabaya, East Java. The time of research was conducted from March to April 2023.

3.3 Subject of the Research

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The target of the study were eighth grade students of SMPN 33 Surabaya in academic year 2022/2023. There were 30 pupils consisted

in this class, including 12 boys and 18 girls' students. The average ages of the students in SMPN 33 Surabaya were 13 years old.

3.4 Research Procedures

With the word cycle, CAR is carried out in stages that are well-known (cycle). In CAR, a cycle⁴³ of four stages: planning (planning), implementation (acting), observation (observing), and reflection (reflecting). In terms of the following is an explanation for each stage:

3.4.1 First Cycle

The first cycle was done on Friday May 19, 2023 with the allocation time was 2x45 minutes for each meeting.⁴ The subject of this research was the students of SMPN 33 Surabaya. In this cycle,¹⁰ the researcher applied the video in order to improve students' reading comprehension.

1. Planning

¹⁷ Based on the results of the diagnostic test that had been carried out, it was known that students' reading comprehension skills were still low. Class VIII G students had not achieved an average score. Referring to the results of that analysis, the researcher assumes that it is necessary to take actions that are able to overcome these problems.

Planning is done to facilitate the course of research. The plan was prepared by researchers and collaborators, namely the English teacher Miss. Rizqa Itsni Nur Fadilah, S.Pd, this activity was carried out. On this occasion the researcher and the teacher as collaborators held discussions and coordinated to plan actions to be taken in cycle 1 related to the problems found.

The plans to be implemented in this research are as follows following: (1) the researcher equated perceptions with the teacher regarding the research to be carried out in cycle I, (2) the researcher proposed using video in learning reading understanding, (3) the researcher submitted ⁵⁶ the lesson plan that had been made to the teacher for Cycle I, (4) teachers and researchers jointly agreed on student assessment, namely ²⁸ the research instrument in the form of a test. Test at the end of Cycle 1 which was used to assess students' reading comprehension. (5) determine the time of implementation of the action, namely 1 meeting in Cycle 1.

2. Acting

Implementation of the action on learning storytelling skills using video is expected to improve students' reading comprehension in ⁴⁰ class VIII G students of SMP Negeri 33 Surabaya. In the implementation stage of the action, the teacher acted as the leader of the initial learning

activities in the classroom. Teacher behavior gave time to researchers to continue the learning process using video. During the learning process, the teacher made observations of researchers and students.

The steps taken by the teacher in learning in Cycle I ⁴² actions can be described as follows; the teacher opened the lesson (appearance and attendance). The first stage the teacher invited researchers to continue the learning process. Students listened ²⁴ to the researcher's explanation about the purpose of learning to read comprehension of narrative text. The second stage, the researcher delivered learning material about narrative text through video. (Understanding ¹³ narrative text, the benefits of understanding narrative text, structured narrative text, language ⁶ features). The third stage, the researcher asked the students whether they understood the purpose of the narrative Text. Students and researchers conducted a question-and-answer process about narrative Text. Student's paid attention to the explanation from the researcher regarding the steps that need to be considered when working on questions using video. Then, the researcher gave directions to students to answer the question correctly. Students started working on the problem with a predetermined time. Then, students and teachers reflected by asking ⁴¹ students' difficulties in learning reading comprehension using video. At the final stage, the Lesson ended with a prayer and greeting.

3. Observing

The researcher evaluated the scores obtained from cycle 1. From cycle 1 it can be described that out of a total of 30 students there are 17 students who got score above 75, 9¹² students who got score below 75 and 4 students who were not present at that class.

4. Reflection

The researcher looked at the students' abilities whether this helped students their listening skills or not as evidenced by the results obtained in cycle 1. Finally, the researchers shared with students about their process, what was difficult in the research process so they experienced difficulties. Researchers found several obstacles, namely video sound that was not clear, reading text that was too fast. That is the obstacle they get. With these constraints, the researcher carried out cycle 2. For the obstacles faced by students, the researcher prepared better quality videos so that this facilitated the research process in cycle 2.

3.4.2 Second Cycle

The second cycle was done on Tuesday 23 May 2023 with the allocation time was 2x45 minutes for each meeting. The subject of this research was the students of SMPN 33 Surabaya. In this cycle, the researcher applied the video in order to improve students' reading comprehension.

1. Planning

Cycle II action planning aims to improve aspects that have not been achieved in cycle I. These aspects were actually quite good, but need to be improved so that the results were maximized. In this cycle there was nothing special that the teacher did, the teacher only greeted, reviewed the latest material, and interacted more with students to involve them in fun situations that could make students enjoy learning English. Then prepare lesson materials, Observation sheets, LCD, video. The theme chosen was the same as the theme in cycle I, namely "fairy tales", because this theme was very important for students to learn. By choosing the same theme, it was hoped that students would be able to develop reading comprehension in narrative texts.

2. Acting

This cycle is expected to improve students' reading comprehension in cycle I, which had not yet obtained an average score. The steps for learning storytelling skills carried out by the teacher ¹⁷ at the first meeting are the implementation of cycle II actions which can be described as follows;

The teacher opened the lesson (apperception and attendance). Then the teacher gave time to the researcher, then the researcher ²⁴ conducted a question and answered about the narrative text material

that had been prepared and explained at the previous meeting. Researchers motivated students to be better able to understand the material well. After the researcher explained the material about Narrative Text, the researcher started giving questions. Students started working on multiple choice questions with a predetermined time.

Researchers observed how students understand the questions through video shows. In this way students understood the text then answered questions. The result would be known students' understanding ability.

3. Observing

The researcher evaluated the scores obtained from cycle 2. From cycle 2 it could be described that out of a total of 30 students there were 21 students who got score above 75, 5 students who got score below 75 and 4 students who were not present at that class.

4. Reflection

The researcher looked at the students' abilities, whether this helped students their understanding or was not proven by the results obtained in cycle 2. Finally, the students had shown the progress, both in teaching and learning activity and the score of tests. In this cycle, students were more comfortable to interact with the teacher and became more active than the first cycle. For the test score, 75%

students had improved their knowledge and reading comprehension which means the lowest standard of value 75 was passed by the most of the students. According to the result of second cycle the students showed the significant improvement. It means that video as media in teaching reading skill succeeded. Therefore, the researcher stopped this research.

3.5 Data Collecting Techniques

Data collecting Techniques used in this research were observation and test.

3.5.1 Observation

“Observation is an activity that concerns object research through the senses,” according to (Arikunto, 2006). It was used to gain ¹³ information about how the teaching and learning activity going, whether ⁵⁰ was done in accordance with the lesson plan or not. During the teaching and learning process, observations were also conducted on the implementation of learning. The observations’ finding would be recorded on the lesson plan implementation observation checklist.

3.5.2 Test

“A test is a succession of questions or exercise or other devices to measure skill knowledge, intelligence, ability of aptitude of an individual or

group,” according to (Arikunto, 2006). The test was used to see the improvement of students’ reading skill. If the students’ score after using the media video was increasing, then it could be concluded that students has improved their reading skill in English. Therefore, the researcher needed to test students to measure their improvement.

3.6 Instrument of the Data

Observation checklist and test would be ²² used by the researcher as the instrument of collecting data.

3.6.1. Observation Checklist

The researcher was assisted by the english teacher in watching what happened in the classroom during the lesson from start to finish. Furthermore, the researcher watched what occurred in the classroom and evaluated the impact of her instruction on students’ reading skill abilities.

Observation Checklist

Table 3.1 Checklist for Teacher

No	Items	Yes	No	Notes
1.	Teacher arranges and prepares the class			
2.	The teacher checks the students			
3.	The teacher gives lesson material reference			
4.	The teacher introduces narrative text			
5.	The teacher states aim of narrative text			
6.	Teacher checks students understanding			
7.	Teacher gives students reading text			
8.	Teacher gives students time to answers questions through video media			
9.	Teacher gives the students time to ask question about today's lesson			

Table 3.2 Checklist for Students

No	Items	Yes	No	Notes
1.	Students answer the teacher greeting			
2.	Students pay attention as the teacher give explanation about narrative text			
3.	Students pay attention to the lesson reference			
4.	Students listen to the explanation of narrative text			
5.	Students understand the aim of Narrative text			
6.	Students answer the teacher to check the understanding			
7.	Students read the Narrative text carefully			
8.	Students do their task carefully and quietly			
9.	Students ask about today's lesson			

3.6.2 Test

The researcher in this classroom action research, administered test after teaching and learning activity in order to measure how far students' reading skill improved. The test which researcher used was multiple choice, consisted of 10 items, and the duration is 40 minutes. The students' achievement was calculated by using this formula :

3.7 Data Analysis

Data analysis ⁴⁶ presented the data gathered from each activity. These activities converged ²¹ data acquired from the observations and test. The aim of the activities was to know whether the students would have a good changing in their learning or even became worse after getting the teaching and learning activity. The data from observations could be sorted by both teacher and student behavior, response, and the activities of students in using video.

1. The technique of Data Analysis from the observation

The collaborator (the English teacher) used the observation checklist to see the researcher's action and student participation during the class. The collaborator used 2 observation checklists, which were checklist for teacher and students. Checklist for teacher was used to record all the events during the implementation process of using video in English reading skill class, noting the difficulties and problems encountered during the teaching process. Checklist for student was used to record all the responses during the implementation of the new media, fairy tale video. If there were many activities haved done by the researcher and students, the cycle needs to continue to the next cycle in order to see the improvement.

2. Techniques of Data Analysis from the Test

The instrument of the research was called reading comprehension test. The type of test was objective test. The test was a multiple-choice test using the Video. The test was needed to measure the students' achievement.

The data of the study would take from observation checklist that consisted of the teacher and the students' activities in teaching and learning process during the implementation of video media and the researcher gave reading test for each cycle. These tests were used to know how well student's score as a whole on reading which has been taught and given by researcher. From the result of observation checklist was used to describe the situation during the teaching process in class. Test was used to analyze the score of the students' test, the researcher uses the formula as follows:

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

Explanation:

S = score of the test

R = the number of correct answers

N = the number of the question

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To find out the students' level in reading comprehension in order to determine the criteria of this research goal, the researcher used the table of students' score classification.

Criteria for success in this researcher is 75% of students reach the value of Minimum Completeness Criteria (KKM) 75, the researcher uses formula as follow:

$$P = \frac{\sum \textit{improved}}{N} \times 100\%$$

Explanation:

P = percentage of improvement

$\sum \textit{improved}$ = total students who reached success indicator

N= the number of the students

3.8 Success Indicator

The success indicator in this research is, if $\geq 75\%$ of students in the class achieved a score of the lowest standard of value at school (KKM) 75 or higher, they are regarded to have successfully understood the course. On the other hand, if students who received a score above the lowest standard of value, 75 is less than 75% of the students in the class, it indicated that this research is not successful.

FINDING AND DISCUSSION

In this chapter, the researcher described (1) Preliminary Study; (2) Finding; and (3) Discussion.

4.1 Preliminary Study

As an initial step in the research, the researcher conducted a diagnostic test which was intended to determine the initial condition of reading comprehension skills. Class VIII G SMP Negeri 33 Surabaya, the initial conditions are used as a reference for determining what actions would be carried out during the cycle. This diagnostic test activity was carried out on Friday May 12, 2023. In the diagnostic test activity, the researcher asked students to work on Narrative Text questions about persons.

Based on the results of the researcher's observations, it can be concluded as a whole that most students are still lack comprehension in reading. This is because students feel confused in reading the intent of the reading, are bored in reading, do not understand the structure and language features of narrative text. According to the results of the diagnostic test, it is known that the reading skills of class VIII G students of SMP Negeri 33 Surabaya are still relatively low, because they have not yet reached the school's average score (average 75). Initial skills were seen from the results of the diagnostic test. The research

results from the pre-action activities of students' storytelling skills before being subjected to action are presented in the following table.

Based on the chapter before, the planning, practicing, observing, and reflecting steps of the Kemmis and McTaggart technique were used by the researcher.

No.	NAMA LENGKAP	L/P	Diagnostic Test	Explanation
1.	Ahmad Afif Hidayat	L	40	NOT PASSED
2.	Amelia Putri Klasita	P	50	NOT PASSED
3.	Andien Putri Yuniardi	P	50	NOT PASSED
4.	Aprilia Bunga Citra	P	70	NOT PASSED
5.	Ardia Pramestia Cahyani	P	50	NOT PASSED
6.	Ayu Agustia	P	50	NOT PASSED
7.	Bagas Panji Saputra	L	40	NOT PASSED
8.	Chika Gendis Safitri	P	80	PASSED
9.	Denis Putra Dian Anugrah	L	80	PASSED
10.	Dhea Adinda Aulia	P	60	NOT PASSED
11.	Dhona Putri Fajar Pelangi	P	60	NOT PASSED
12.	Drianova Adika Pratama	L	60	NOT PASSED
13.	Fauziah Nur Laily	P	50	NOT PASSED
14.	Fitria Salsabila	P	30	NOT PASSED
15.	Hendra Kurniawan	L	50	NOT PASSED
16.	Keisha Aulia	P	70	NOT PASSED
17.	Kelvin Ilham Aryawan	L	80	PASSED
18.	Kumara Hafidz Al Ghifari	P	90	PASSED
19.	Luthfi Ahnaf Dwi Suriri	L	50	NOT PASSED

20.	Nadine Rafifah Azarin	P	90	PASSED
21.	Nandhita Nurayu Novadila	P	70	NOT PASSED
22.	Nur Aini Alta Funesa	P	80	PASSED
23.	Rachel Faadihilah Pratama	P	60	NOT PASSED
24.	Raditya Wahyu Saputra	L	80	PASSED
25.	Syahda Aryni Auria	P	30	NOT PASSED
26.	Wulan Aprilia	P	70	NOT PASSED
	SCORE < 75		7	7 PASSED
	SCORE > 75		19	19 NOT PASSED

Table 4.1 the Score of Students English Class

Based on table 4.1 the students who had passed the lowest standard of value are 7 students. It was 26 % of the students in the class had been improved.

$$P = \frac{7}{26} \times 100 \% = 26.92\%$$

4.2 Finding

In this data, the researcher describes all the data during the teaching and learning activity and strategy of students' reading comprehension using video.

4.2.1 First Cycle

1. Planning

Based on the results of the diagnostic test that has been carried out, it is known that students' reading comprehension skills are still low. Class VIII G students have not achieved an average score. Referring to the results of that

analysis, the researcher assumes that it is necessary to take actions that are able to overcome these problems

Planning is done to facilitate the course of research. The plan was prepared by researchers and collaborators, namely the English teacher Miss. Rizqa Itsni Nur Fadilah, S.Pd, this activity was carried out. On this occasion the researcher and the teacher as collaborators held discussions and coordinated to plan actions to be taken in cycle 1 related to the problems found.

The plans to be implemented in this research are as follows following:

- (1) the researcher equated perceptions with the teacher regarding the research to be carried out in cycle I,
- (2) the researcher proposed using video in learning reading understanding,
- (3) the researcher submitted the lesson plan that has been made to the teacher for Cycle I,
- (4) teachers and researchers jointly agreed on student assessment, namely ²⁸ the research instrument in the form of a test. Test at the end of Cycle 1 which was used to assess students' reading comprehension.
- (5) determine the time of implementation of the action, namely 1 meeting in Cycle 1.

2. Acting

Implementation of the action on learning storytelling skills using video is expected to improve students' reading comprehension in ⁴⁰ class VIII G students of SMP Negeri 33 Surabaya.

The implementation of the action lasted for 2x45 minutes and was carried out on Friday May 19, 2023, 10.25 WIB in class VIII G SMP Negeri 33 Surabaya. In the implementation stage of the action, the teacher acted as the leader of the initial learning activities in the classroom. Teacher behavior gave time to researchers to continue the learning process using video. During the learning process, the teacher made observations of researchers and students.

The steps taken by the teacher in learning in Cycle I actions can be described as follows; the teacher opened the lesson (appearance and attendance). The first stage the teacher invited researchers to continue the learning process. Students listen to the researcher's explanation about the purpose of learning to read comprehension of narrative text. The second stage, the researcher delivered learning material about narrative text through video. (Understanding narrative text, the benefits of understanding narrative text, structured narrative text, language features). The third stage, the researcher asked the students whether they understood the purpose of the narrative Text. Students and researchers conducted a question-and-answer process about narrative Text. Students paid attention to the explanation from the researcher regarding the steps that need to be considered when working on questions using video. Then, the researcher gave directions to students to answer the question correctly. Students started working on the problem with a predetermined time. Then, students and teachers reflected by asking students' difficulties in learning

reading comprehension using video. At the final stage, the Lesson ended with a prayer and greetings.

3. Observing

The researcher evaluated the scores obtained from cycle 1. From cycle 1 it can be described that out of a total of 30 students there are 17 students who got score above 75, 9 students who got score below 75 and 4 students who were not present at that class.

$$P = \frac{17}{26} \times 100\% = 65,38\%$$

4. Reflection

The researcher looked at the students' abilities whether this helped students hone their listening skills or not as evidenced by the results obtained in cycle 1. Finally, the researchers shared with students about their process, what was difficult in the research process so they experienced difficulties. Researchers found several obstacles, namely video sound that was not clear, reading text that was too fast. That is the obstacle they get.

With these constraints, the researcher carried cycle 2. For the obstacles faced by students, the researcher prepared better quality videos so that this later facilitated the research process in cycle 2.

No.	NAMA LENGKAP	L/P	Diagnostic Test	CYCLE I
1.	Ahmad Afif Hidayat	L	40	70
2.	Amelia Putri Klasita	P	50	70
3.	Andien Putri Yuniardi	P	50	70
4.	Aprilia Bunga Citra	P	70	70
5.	Ardia Pramestia Cahyani	P	50	90
6.	Ayu Agustia	P	50	90
7.	Bagas Panji Saputra	L	40	60
8.	Chika Gendis Safitri	P	80	90
9.	Denis Putra Dian Anugrah	L	80	100
10.	Dhea Adinda Aulia	P	60	100
11.	Dhona Putri Fajar Pelangi	P	60	90
12.	Drianova Adika Pratama	L	60	90
13.	Fauziah Nur Laily	P	50	90
14.	Fitria Salsabila	P	30	60
15.	Hendra Kurniawan	L	50	90
16.	Keisha Aulia	P	70	90
17.	Kelvin Ilham Aryawan	L	80	100
18.	Kumara Hafidz Al Ghifari	P	90	100
19.	Luthfi Ahnaf Dwi Suriri	L	50	90
20.	Nadine Rafifah Azarin	P	90	100
21.	Nandhita Nurayu Novadila	P	70	90
22.	Nur Aini Alta Funesa	P	80	70
23.	Rachel Faadihilah Pratama	P	60	60
24.	Raditya Wahyu Saputra	L	80	100
25.	Syahda Aryni Auria	P	30	70
26.	Wulan Aprilia	P	70	90
	SCORE < 75		7	17
	SCORE > 75		19	9

Table 4.2 the Score of Students English Class Cycle 1

Based on table 4.2 the students who had passed the lowest standard of value are 17 students. It was 65 % of the students in the class had been improved.

4.2.2 Second Cycle

1. Planning

Cycle II action planning aims to improve aspects that have not been achieved in cycle I. These aspects were actually quite good, but need to be improved so that the results were maximized. In this cycle there was nothing special that the teacher did, the teacher only greeted, reviewed the latest material, and interacted more with students to involve them in fun situations that could make students enjoy learning English, prepare lesson materials, Observation sheets, LCD, video. The theme chosen was the same as the theme in cycle I, namely "fairy tales", because this theme was very important for students to learn. By choosing the same theme, it was hoped that students would be able to develop reading comprehension in narrative texts.

2. Acting

This cycle is expected to improve students' reading comprehension in cycle I which had not yet obtained an average score. ¹² The implementation of the actions in cycle II was carried out on Tuesday 23 May 2023, at 08.20 WIB, in class VIII G of SMP Negeri 33 Surabaya. The steps for learning storytelling skills carried out by the teacher ¹⁷ the first meeting were the implementation of cycle II actions which could be described as follows;

The teacher opened the lesson (apperception and attendance). Then the teacher gave time to the researcher, then the researcher conducted a question and answer about the narrative text material that had been prepared and explained at the previous meeting. Researchers motivated students to be better able to understand the material well. After the researcher explained the material about Narrative Text, the researcher started giving questions. Students started working on multiple choice questions with a predetermined time.

Researchers observed how students understand the questions through video shows. In this way students understood the text then answered questions. The result would be known students' understanding ability.

3. Observing

The researcher evaluated the scores obtained from cycle 2. From cycle 2 it can be described that out of a total of 30 students there were 21 students who got score above 75, 5 students who got score below 75 and 4 students who were not present at that class.

$$P = \frac{21}{26} \times 100\% = 80,76\%$$

4. Reflection

The researcher looked at the students' abilities, whether this helped students hone their understanding or was not proved by the results obtained in cycle 2. Finally, the researchers shared with students about their process, what was difficult in this research process. And the result was that some of them get KKM scores and the rest got scores below KKM.

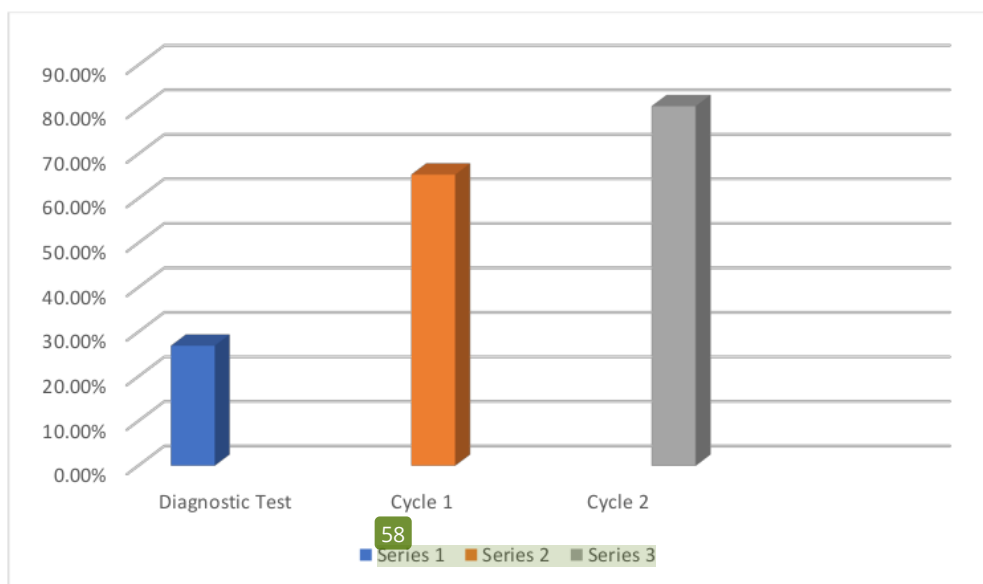
No.	NAMA LENGKAP	L/P	CYCLE I	CYCLE II	Explanation
1.	Ahmad Afif Hidayat	L	70	100	IMPROVED
2.	Amelia Putri Klasita	P	70	90	IMPROVED
3.	Andien Putri Yuniardi	P	70	90	IMPROVED
4.	Aprilia Bunga Citra	P	70	60	NOT IMPROVED
5.	Ardia Pramestia Cahyani	P	90	90	IMPROVED
6.	Ayu Agustia	P	90	90	IMPROVED
7.	Bagas Panji Saputra	L	60	100	IMPROVED
8.	Chika Gendis Safitri	P	90	100	IMPROVED
9.	Denis Putra Dian Anugrah	L	100	100	IMPROVED
10.	Dhea Adinda Aulia	P	100	90	IMPROVED
11.	Dhona Putri Fajar Pelangi	P	90	90	IMPROVED
12.	Drianova Adika Pratama	L	90	50	NOT IMPROVED
13.	Fauziah Nur Laily	P	90	80	IMPROVED
14.	Fitria Salsabila	P	60	30	NOT IMPROVED
15.	Hendra Kurniawan	L	90	90	IMPROVED
16.	Keisha Aulia	P	90	80	IMPROVED
17.	Kelvin Ilham Aryawan	L	100	100	IMPROVED
18.	Kumara Hafidz Al Ghifari	P	100	90	IMPROVED
19.	Luthfi Ahnaf Dwi Suriri	L	90	100	IMPROVED
20.	Nadine Rafifah Azarin	P	80	70	NOT IMPROVED
21.	Nandhita Nurayu Novadila	P	90	100	IMPROVED
22.	Nur Aini Alta Funesa	P	70	60	NOT IMPROVED
23.	Rachel Faadihilah Pratama	P	60	90	IMPROVED
24.	Raditya Wahyu Saputra	L	100	100	IMPROVED

25.	Syahda Aryni Auria	P	70	100	IMPROVED
26.	Wulan Aprilia	P	90	80	IMPROVED
	SCORE < 75		17	21	21 IMPROVED
	SCORE > 75		9	5	5 NOT IMPROVED

Table 4.3 the Score of Students English Class Cycle 1 to Cycle 2

Based on table 4.3 the students who had passed the lowest standard of value are 21 students. It was 80 % of the students in the class had been improved.

Diagram of Reading Comprehension of students



4.3 Discussion

This research is focused on improving students' reading comprehension by using video. This method is carried out in two cycles. The results of the study

shows that the video is successful in increasing students' reading comprehension.

From the observations in this study it can be concluded that English is one of the most difficult subjects according to students, especially reading. Based on this main problem, researchers and English teachers agreed to solve this problem by implementing video as a medium for teaching their English. The use of video as a learning medium is carried out in class with the aim of increasing students' reading comprehension. It is Very grateful for helping students to improve their reading skills, especially in answering questions from the video. Implementation can be seen from observing the parts in each cycle above, because each cycle the teacher guides and motivates students. Regarding the problem of reading comprehension above, students relates to previous research which has been discussed in Pitria Supangesti's research (2019: 21) who states that the factors that influence reading comprehension are environmental, intellectual and psychological factors. Intellectual here includes teacher teaching methods, procedures, and abilities of teachers and students. This has the same problem as class VIII-G students of SMPN 33 Surabaya, namely reading comprehension. In cycle 1 the results have not reached the indicator of success. As a result, cycle 2 is required to achieve the goal of success indicators.

Based on these data students in the first cycle have not been able to achieve an average value of 75% and the percentage in the first cycle is 65.38%.

Students who did not pass the test in cycle I were 9 students. This problem occurs because the time given is too little and also the video displayed is rather difficult and long. Therefore the researcher has a solution, namely changing the video material and preparing the presentation quickly and carefully so that no more problems occur.

The results show a significant increase in cycle II which shows an average of 80.76%. In this cycle the researcher feels satisfied because ⁹ the number of students who are able to pass the test is 21 students and those who are unable to reach 5 students. The data shows that the subject's reading comprehension increases after the researcher implemented the learning process with video and this indicated that the strategy is effective ⁶ in improving the reading comprehension skills of class VIII G students of SMP Negeri 33 Surabaya.

In connection with students' problems in reading comprehension above, related to previous research that has been discussed in Pitria Supangesti (2019: ¹¹ 21) this study found that video media was chosen by researchers because it has an effect on increasing learning and also increasing grades. Student. ¹¹ All students stated that by using video media they could easily ¹¹ understand the material. In addition, the use of media makes students more confident in learning reading comprehension. All students state that they are motivated to get better grades in learning reading comprehension and some student's state

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that after learning the process of using video media students could improve their
development in reading comprehension.

CONCLUSION AND SUGGESTION

This chapter consist of : (1) Conclusion; and (2) Suggestion.

5.1 Conclusion

Based on the results of the learning process in two cycles, the researcher would like to describe the conclusion that using video as a medium to improve students' reading comprehension at the eighth grades of SMP NEGERI 33 Surabaya, as follows: Moreover, using video as a medium can improve student's reading comprehension at the eighth grades of SMP Negeri 33 Surabaya. It can be seen on the progress from the diagnostic test to cycle I and cycle II. The result of in cycle 2 shows that the percentage of students' reading comprehension is 80.76%. It means that the result of cycle II has already achieved the indicator of success that is 75% of students fulfilled the Minimum Completeness Criteria (KKM).

Based on the observation checklist, most of the students say that the use of a video could help them in increase the students' motivation in learning English, not feeling sleepy during the teaching and learning process, the class is very conducive, and increase interaction with teachers and other their friends. The student comprise to the diagnostic test the students had weakness in reading comprehension, cycle 1 students' reading comprehension begin to

increase slightly but is still below the Minimum Completeness Criteria (KKM), and cycle II video media could improve the students' reading comprehension.

10 5.2 Suggestion

Based on the research findings, the researcher would like to make the following recommendations for students, English teachers, school, and future researchers that might be helpful for the future teaching and learning process:

1. for Students

The students can be more participated in every lesson that taught by teacher. They also need to increase their confident to communicate with teacher.

14 2. for English Teacher

The English teachers are suggested to use media video to make teaching learning activity more interesting and active particularly in reading narrative text because this new media is designed to explore the students' background knowledge in reading skill from the text they read.

3. for future researchers

The other researcher can develop the use of a new media, fairy tale video in teaching and learning activity on another subject.

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APPENDIX

8

Appendix 1. Lesson Plan Cycle 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SEKOLAH : SMP Negeri 33 Surabaya
MATA PELAJARAN : Bahasa Inggris
KELAS/SEMESTER : VIII/Genap
MATERI POKOK : Narrative Text
ALOKASI WAKTU : 2x Pertemuan (2JP)

A. KOMPETENSI AWAL (KA)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (*gotong royong, kerjasama, toleran, damai*), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humiora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf serta menanggapi, sesuai dengan konteks penggunaannya.	3.1.1 Siswa mampu memahami arti dari Narrative Text 3.1.2 Siswa mampu mengidentifikasi struktur teks dan unsur kebahasaan dalam materi tersebut 3.1.3 Siswa mampu mengklasifikasi ungkapan materi. 3.1.4 Siswa mampu membaca

		dan memahami isi dialog tentang Narrative Text 3.1.5 Siswa mampu memahami d Narrative Text
2.	4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta mengecek pemahaman, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.1.1 Siswa mampu menjawab beberapa soal tentang pertanyaan terkait ungkapan tersebut 4.1.2 Siswa mampu untuk menjawab soal Narrative Text

C. TUJUAN PEMBELAJARAN

Melalui serangkaian kegiatan pembelajaran, siswa dapat :

1. Memahami arti dari materi tersebut.
2. Menentukan tujuan komunikatif dari video materi tersebut.
3. Memahami dan mengerti video dari materi tersebut.
4. Menjawab pertanyaan materi tersebut.

D. MATERI PEMBELAJARAN

1. Materi Pembelajaran Reguler

- **Fungsi Sosial**
 - Memahami pertanyaan dan unsur kebahasaan yang benar dan baik mengenai materi Narrative Text
 - Mampu menjawab pertanyaan dari materi narrative text tersebut.

- **Struktur Teks**
 - Verbal
 - Nominal

- **Unsur Kebahasaan**
 - Ungkapan – ungkapan yang lazim digunakan
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

E. METODE PEMBELAJARAN

Scientific Approach (Mengamati, Menanya, Mengumpulkan data, Mengasosiasi, Mengkomunikasikan dan Membuat)

F. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

1. MEDIA : Teks, Kertas, Video
2. ALAT : Papan tulis, spidol
3. SUMBER BELAJAR : Kurikulum 2013, Internet

G. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan Pendahuluan

- Melakukan pembukaan dengan salam pembuka untuk memulai pembelajaran, memeriksa kehadiran sebagai sikap disiplin
- Materi yang akan dipelajari oleh siswa adalah: narrative text

Kegiatan Inti

Observasi:

- Siswa mengamati guru yang menjelaskan tentang materi tersebut.
- Siswa mengamati contoh kalimat tentang materi tersebut.
- Siswa mengamati contoh soal yang guru berikan.

Eksplorasi:

- Guru memberikan soal tentang narrative text
- Siswa berlatih mencari tau informasi yang ada dalam teks bacaan materi.
- Guru memberikan arahan cara menjawab pertanyaan.
- Siswa mencari jawaban dengan semangat dan jujur.
- Siswa menemukan informasi dan menyampaikan jawaban.
- Siswa lain menanggapi jawaban.

Mengasosiasi:

- Siswa berlatih menjawab latihan soal yang telah diberikan oleh guru.
- Guru membantu dan memberikan penjelasan singkat tentang materi tersebut.

Mengkomunikasikan:

- Guru memberikan penjelasan dan motivasi.
- Siswa lain memperhatikan materi yang sedang dibahas.

Kegiatan Penutup

- Guru memberikan catatan dan koreksi jika terdapat beberapa fungsi atau unsur kebahasaan text yang kurang tepat.
- Siswa bersama guru menyampaikan manfaat, menyimpulkan hasil pembelajaran.
- Siswa menyimak informasi mengenai rencana tindak lanjut pembelajaran

I. Penilaian

1. Penilaian KI 1 (Sikap Spiritual)

- a. Jenis Penilaian : Non Tes
- b. Teknik Penilaian : Observasi
- c. Indikator : Menunjukkan sikap bersungguh – sungguh dalam mempelajari bahasa Inggris.
- d. Bentuk Instrumen : Lembar Observasi (guru)
- e. Rubrik Penilaian

Deskriptor	Skor
Sangat sering menunjukkan sikap bersungguh – sungguh dalam kegiatan pembelajaran	4
Sering menunjukkan menunjukkan sikap bersunggu- sungguh dalam kegiatan pembelajaran	3
Beberapa kali menunjukkan sikap bersungguh – sungguh dalam kegiatan pembelajaran	2
Pernah menunjukkan sikap bersungguh – sungguh dalam kegiatan pembelajaran	1

$$\text{Penilaian} = \frac{\text{Jumlah perolehan siswa} \times 100}{4}$$

2. Penilaian KI 2 (Sikap Sosial)

- a. Teknik Penilaian : Observasi
- b. Bentuk Instrumen : Lembar Observasi
- c. Rubrik Penilaian

No	Aspek yang Dinilai	Kriteria	Skor
1	Santun (<i>Respect</i>)	Sangat sering menunjukkan sikap santun	5
		Sering menunjukkan sikap santun	4
		Beberapakali menunjukkan sikap santun	3
		Pernah menunjukkan sikap santun	2
		Tidak pernah menunjukkan sikap santun	1
2	Kerja Sama (<i>Team Work</i>)	Sangat sering menunjukkan sikap kerja sama	5
		Sering menunjukkan sikap kerja sama	4
		Beberapakali menunjukkan sikap kerja sama	3
		Pernah menunjukkan sikap kerja sama	2
		Tidak pernah menunjukkan sikap kerja sama	1
3	Percaya Diri (<i>Confidence</i>)	Sangat sering menunjukkan sikap percaya diri	5
		Sering menunjukkan sikap percaya diri	4
		Beberapakali menunjukkan sikap percaya diri	3
		Pernah menunjukkan sikap percaya diri	2
		Tidak pernah menunjukkan sikap percaya diri	1

$$\text{Panduan Penilaian} = \frac{\sum \text{Nilai yang diperoleh}}{15} \times 100$$

3. Penilaian K3 (Pengetahuan)

- a. Teknik Penilaian : Tes Tulis
- b. Bentuk Penilaian : Pilihan ganda (10 soal) (1 soal)

EXERCISE

For example:

The Ant & The Dove

1. What is The Story About ...
 - A. The Ant & The Hunter
 - B. The Dove & The Hunter
 - C. Animals in the forest
 - D. The Ant & The Dove
2. From the story,
We know the hunter has a ... Attitude
 - A. Patient
 - B. Humble
 - C. Bad
 - D. Polite
3. What moral values that we can take from this story?
 - A. Make friends with anyone
 - B. Friendly like ants
 - C. Friendly as doves
 - D. One good deeds deserve another

The Hare & The Tortoise

4. What did the hare and the tortoise do in the story?
 - A. Race track
 - B. Joke together
 - C. Sleep together in the forest
5. Why did the rabbit lose the story?
 - A. He is going the wrong way
 - B. He fell asleep when the race started
 - C. He was caught by hunters
6. What attitude does the turtle have?
 - A. Never give up
 - B. Lazy
 - C. Arrogant

7. Where is the location at the time of the story?
 A. Lake
 B. River
 C. Forest

The Lion & The Mouse

8. What attitude does the mouse have?
 A. Help others
 B. Arrogant
 C. Not confident
9. Why does the mouse want to help the lion?
 A. Because he had a promise to the lion
 B. Because he is afraid of lions
 C. Because he is a good friend of the lion
10. Who is the king of the jungle?
 A. Hunter
 B. Tiger
 C. Lion

No	Aspek yang dinilai	Kriteria	Score
1	Tujuan Komunikatif	Sangat memahami	5
		Memahami	4
		Cukup memahami	3
		Kurang memahami	2
		Tidak memahami	1
2	Keruntutan teks	Struktur teks yang digunakan sangat runtut	5
		Struktur teks yang digunakan runtut	4
		Struktur teks yang digunakan cukup runtut	3
		Struktur teks yang digunakan kurang runtut	2
		Struktur teks yang digunakan tidak runtut	1
3	Pilihan Kata	Sangat variatif dan tepat	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1
4	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat	5
		Pilihan tata bahasa tepat	4
		Pilihan tata bahasa cukup tepat	3

	Pilihan tata bahasa kurang tepat	2
	Pilihan tata bahasa tidak tepat	1

e. Konversi Nilai

Nilai	Konversi	Predikat
0 – 58	1,67	D
59 – 64	2	C-
65 – 70	2,33	C+
71 – 76	2,66	B-
77 – 82	2,99	B
83 – 88	3,32	B+
89 – 94	3,65	A-
95 – 100	4	A+

d. Konversi Nilai

Nilai	Konversi	Predikat
0 – 58	1,67	D
59 – 64	2	C-
65 – 70	2,33	C+
71 – 76	2,66	B-
77 – 82	2,99	B
83 – 88	3,32	B+
89 – 94	3,65	A-
95 – 100	4	A+

Mengetahui,
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SMP Negeri 33 Surabaya



Rizqa Itsni Nur Fadilah, S.Pd
198802152019022005

Surabaya, 1 Agustus 2022
Mahasiswa PPI
Pendidikan Bahasa Inggris



Jeshua Klemens Ongkodihardjo
19620026

Appendix 2. Lesson Plan Cycle 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SEKOLAH : SMP Negeri 33 Surabaya
MATA PELAJARAN : Bahasa Inggris
KELAS/SEMESTER : VIII/Genap
MATERI POKOK : Narrative Text
ALOKASI WAKTU : 2x Pertemuan (2JP)

A. KOMPETENSI AWAL (KA)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humoniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf serta menanggapi, sesuai dengan konteks penggunaannya.	3.1.1 Siswa mampu memahami arti dari Narrative Text 3.1.2 Siswa mampu mengidentifikasi struktur teks dan unsur kebahasaan dalam materi tersebut 3.1.3 Siswa mampu mengklasifikasi ungkapan materi. 3.1.4 Siswa mampu membaca

		dan memahami isi dialog tentang Narrative Text 3.1.5 Siswa mampu memahami d Narrative Text
2.	4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta mengecek pemahaman, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.1.1 Siswa mampu menjawab beberapa soal tentang pertanyaan terkait ungkapan tersebut 4.1.2 Siswa mampu untuk menjawab soal Narrative Text

C. TUJUAN PEMBELAJARAN

Melalui serangkaian kegiatan pembelajaran, siswa dapat :

1. Memahami arti dari materi tersebut.
2. Menentukan tujuan komunikatif dari video materi tersebut.
3. Memahami dan mengerti video dari materi tersebut.
4. Menjawab pertanyaan materi tersebut.

D. MATERI PEMBELAJARAN

1. Materi Pembelajaran Reguler

- **Fungsi Sosial**
 - Memahami pertanyaan dan unsur kebahasaan yang benar dan baik mengenai materi Narrative Text
 - Mampu menjawab pertanyaan dari materi narrative text tersebut.
- **Struktur Teks**
 - Verbal
 - Nominal
- **Unsur Kebahasaan**
 - Ungkapan – ungkapan yang lazim digunakan
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

E. METODE PEMBELAJARAN

Scientific Approach (Mengamati, Menanya, Mengumpulkan data, Mengasosiasi, Mengkomunikasi dan Membuat)

F. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

1. MEDIA : Teks, Kertas, Video
2. ALAT : Papan tulis, spidol
3. SUMBER BELAJAR : Kurikulum 2013, Internet

G. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan Pendahuluan

- Melakukan pembukaan dengan salam pembuka untuk memulai pembelajaran, memeriksa kehadiran sebagai sikap disiplin
- Materi yang akan dipelajari oleh siswa adalah: narrative text

Kegiatan Inti

Observasi:

- Siswa mengamati guru yang menjelaskan tentang materi tersebut.
- Siswa mengamati contoh kalimat tentang materi tersebut.
- Siswa mengamati contoh soal yang guru berikan.

Eksplorasi:

- Guru memberikan soal tentang narrative text
- Siswa berlatih mencari tau informasi yang ada dalam teks bacaan materi.
- Guru memberikan arahan cara menjawab pertanyaan.
- Siswa mencari jawaban dengan semangat dan jujur.
- Siswa menemukan informasi dan menyampaikan jawaban.
- Siswa lain menanggapi jawaban.

Mengasosiasi:

- Siswa berlatih menjawab latihan soal yang telah diberikan oleh guru.
- Guru membantu dan memberikan penjelasan singkat tentang materi tersebut.

Mengkomunikasikan:

- Guru memberikan penjelasan dan motivasi.
- Siswa lain memperhatikan materi yang sedang dibahas.

Kegiatan Penutup

- Guru memberikan catatan dan koreksi jika terdapat beberapa fungsi atau unsur kebahasaan text yang kurang tepat.
- Siswa bersama guru menyampaikan manfaat, menyimpulkan hasil pembelajaran.
- Siswa menyimak informasi mengenai rencana tindak lanjut pembelajaran

I. Penilaian

1. Penilaian KI 1 (Sikap Spiritual)

- a. Jenis Penilaian : Non Tes
b. Teknik Penilaian : Observasi
c. Indikator : Menunjukkan sikap bersungguh – sungguh dalam mempelajari bahasa Inggris.
d. Bentuk Instrumen : Lembar Observasi (guru)
e. Rubrik Penilaian

Deskriptor	Skor
Sangat sering menunjukkan sikap bersungguh – sungguh dalam kegiatan pembelajaran	4
Sering menunjukkan menunjukkan sikap bersunggu- sungguh dalam kegiatan pembelajaran	3
Beberapa kali menunjukkan sikap bersungguh – sungguh dalam kegiatan pembelajaran	2
Pernah menunjukkan sikap bersungguh – sungguh dalam kegiatan pembelajaran	1

$$\text{Penilaian} = \frac{\text{Jumlah perolehan siswa}}{4} \times 100$$

2. Penilaian KI 2 (Sikap Sosial)

- a. Teknik Penilaian : Observasi
b. Bentuk Instrumen : Lembar Observasi
c. Rubrik Penilaian

No	Aspek yang Dinilai	Kriteria	Skor
1	Santun (<i>Respect</i>)	Sangat sering menunjukkan sikap santun	5
		Sering menunjukkan sikap santun	4
		Beberapakali menunjukkan sikap santun	3
		Pernah menunjukkan sikap santun	2
		Tidak pernah menunjukkan sikap santun	1
2	Kerja Sama (<i>Team Work</i>)	Sangat sering menunjukkan sikap kerja sama	5
		Sering menunjukkan sikap kerja sama	4
		Beberapakali menunjukkan sikap kerja sama	3
		Pernah menunjukkan sikap kerja sama	2
		Tidak pernah menunjukkan sikap kerja sama	1
3	Percaya Diri (<i>Confidence</i>)	Sangat sering menunjukkan sikap percaya diri	5
		Sering menunjukkan sikap percaya diri	4
		Beberapakali menunjukkan sikap percaya diri	3
		Pernah menunjukkan sikap percaya diri	2
		Tidak pernah menunjukkan sikap percaya diri	1

	Pernah menunjukkan sikap percaya diri	2
	Tidak pernah menunjukkan sikap percaya diri	1

$$\text{Panduan Penilaian} = \frac{\sum \text{Nilai yang diperoleh}}{15} \times 100$$

3. Penilaian K3 (Pengetahuan)

- a. Teknik Penilaian : Tes Tulis
- b. Bentuk Penilaian : Pilihan ganda (10 soal) (1 soal)

EXERCISE

For example:

Question for numbers 1-5.

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man.

He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter through a show of strength.

After that, the Prince of Blambangan, named Raden Begawan won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding.

When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

1. Which one of the following statements is false about Sang Prabu?
 - A. Sang Prabu was the father of his only daughter.
 - B. Sang Prabu was a king of a kingdom in West Java.
 - C. Sang Prabu was taken to Kahyangan by a wicked fairy.
 - D. Sang Prabu was a wise man.

2. Why the wicked fairy did use her magic to make Raden Begawan unconscious?
 - A. She didn't like Raden Begawan.
 - B. She didn't want Raden Prabu to marry the princess.
 - C. She wanted Teja Nirmala to forget about her wedding.
 - D. She didn't want the prince of Blambangan to marry the princess.

3. What do you think will happen if gods or goddesses cannot mingle in the affairs of people on earth at that time?
 - A. Princess Segara will have married Raden Begawan.
 - B. Sang Prabu will not hold a strength competition.

- C. Raden Begawan will not die.
- D. Nice Fairy will not take Raden Begawan's life.

4. So a nice fairy took her to the Kahyangan. (Paragraph 2) The underline word here in the sentence refers to...

- A. The wicked fairy
- B. The nice fairy
- C. Princess Teja Nirmala
- D. Princess Sagara

5. The similarity between fairies and humans according to the text.

- A. The place they live.
- B. The jealousy that they possess.
- C. The way they don't feel love.
- D. The strength they have.

Question for numbers 6-10.

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forests.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you through the forest".

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down.

At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead". Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby, the wolves were playing with him.

6. What separated one village from another a long time ago in the New Territories?

- A. Another village
- B. Mountains
- C. Forests
- D. Hills

7. Who was Ah Tim?

- A. The young woman's brother.

- B. The young woman's son.
- C. The young woman's brother and nephew.
- D. The young woman's brother's son.

8. Who walked in front when they were in the forest?

- A. Ah Tim
- B. The woman
- C. The woman's son.
- D. Her brother's nephew.

9. How could the wolves catch Ah Tim?

- A. He was afraid.
- B. He was stumbled by a stone.
- C. He ran slowly.
- D. The woman cried.

10. The woman gave her son to the wolves, because ...

- A. She loved her nephew than her son.
- B. She thought about how her brother would be.
- C. She wanted her son was eaten by the wolves.
- D. She was crazy.

No	Aspek yang dinilai	Kriteria	Score
1	Tujuan Komunikatif	Sangat memahami	5
		Memahami	4
		Cukup memahami	3
		Kurang memahami	2
		Tidak memahami	1
2	Keruntutan teks	Struktur teks yang digunakan sangat runtut	5
		Struktur teks yang digunakan runtut	4
		Struktur teks yang digunakan cukup runtut	3
		Struktur teks yang digunakan kurang runtut	2

		Struktur teks yang digunakan tidak runtut	1
3	Pilihan Kata	Sangat variatif dan tepat	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1
4	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat	5
		Pilihan tata bahasa tepat	4
		Pilihan tata bahasa cukup tepat	3
		Pilihan tata bahasa kurang tepat	2
		Pilihan tata bahasa tidak tepat	1

e. Konversi Nilai

Nilai	Konversi	Predikat
0 – 58	1,67	D
59 – 64	2	C-
65 – 70	2,33	C+
71 – 76	2,66	B-
77 – 82	2,99	B
83 – 88	3,32	B+
89 – 94	3,65	A-
95 – 100	4	A+

d. Konvensi Nilai

Nilai	Konversi	Predikat
0 – 58	1,67	D
59 – 64	2	C-
65 – 70	2,33	C+
71 – 76	2,66	B-
77 – 82	2,99	B
83 – 88	3,32	B+
89 – 94	3,65	A-
95 – 100	4	A+

Mengetahui,
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Surabaya, 23 Mei 2023
Mahasiswa PPL
Pendidikan Bahasa Inggris



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Appendix 3. Observation Checklist Teacher Cycle 1

Observation Checklist

Table 3.1 Checklist for Teacher Cycle 1

No	Items	Yes	No	Notes
1.	Teacher arranges and prepares the class	✓		
2.	The teacher checks the students	✓		
3.	The teacher give lesson material reference	✓		
4.	The teacher introduces narrative text	✓		
5.	The teacher states aim of narrative text		✓	Teachers forget to asked it to the students
6.	Teacher checks students understanding	✓		
7.	Teacher gives students the reading text	✓		
8.	Teacher gives students time to answers questions through video media	✓		
9.	Teacher gives the students time to ask question about today's lesson	✓		

Appendix 4. Observation Checklist Students Cycle 1

Table 3.2 Checklist for Students Cycle 1

No	Items	Yes	No	Notes
1.	Students answer the teacher greeting	✓		
2.	Students pay attention as the teacher give explanation about narrative text		✓	Some students still talked to their classmate
3.	Students pay attention to the lesson reference		✓	Some students still talked to their classmate
4.	Students listen about explanation of narrative text	✓		
5.	Students understand the aim of Narrative text	✓		
6.	Students answer the teacher check as understand		✓	Students didn't pay attention to the lesson
7.	Students read the Narrative text carefully	✓		
8.	Students do their task carefully and quietly	✓		
9.	Students ask about today's lesson		✓	Students busy with themselves.

Appendix 5. Observation Checklist Teacher Cycle 2

Observation Checklist

Table 3.1 Checklist for Teacher Cycle 2

No	Items	Yes	No	Notes
1.	Teacher arranges and prepares the class	✓		
2.	The teacher checks the students	✓		
3.	The teacher give lesson material reference	✓		
4.	The teacher introduces narrative text	✓		
5.	The teacher states aim of narrative text	✓		
6.	Teacher checks students understanding	✓		
7.	Teacher gives students the reading text	✓		
8.	Teacher gives students time to answers questions through video media	✓		
9.	Teacher gives the students time to ask question about today's lesson	✓		

Appendix 6. Observation Checklist Students Cycle 2

Table 3.2 Checklist for Students Cycle 2

No	Items	Yes	No	Notes
1.	Students answer the teacher greeting	✓		
2.	Students pay attention as the teacher give explanation about narrative text	✓		
3.	Students pay attention to the lesson reference	✓		
4.	Students listen about explanation of narrative text	✓		
5.	Students understand the aim of Narrative text	✓		
6.	Students answer the teacher check as understand	✓		
7.	Students read the Narrative text carefully	✓		
8.	Students do their task carefully and quietly	✓		
9.	Students ask about today's lesson	✓		

Appendix 6. Using Video Cycle 1



Appendix 7. Students Worksheet **7** Cycle 1

Nama: Ahmad Afik (70)

Absen: 03/10/20

The Ant & The Dove

1. What is The Story About ...
A. The Ant & The Hunter
B. The Dove & The Hunter
C. Animals in the forest
 D. The Ant & The Dove
2. From the story,
We know the hunter has a ... Attitude
A. Patient
B. Humble
 C. Bad
D. Polite
3. What moral values that we can take from this story?
A. Make friends with anyone
B. Friendly like ants
C. Friendly as doves
 D. One good deeds deserve another

The Hare & The Tortoise

4. What did the hare and the tortoise do in the story?
 A. Race track
B. Joke together
C. Sleep together in the forest
5. Why did the rabbit lose the story?
A. He is going the wrong way
 B. He fell asleep when the race started
C. He was caught by hunters
6. What attitude does the turtle have?
 A. Never give up
B. Lazy
 C. Arrogant
7. Where is the location at the time of the story?
A. Lake
 B. River
 C. Forest

Nama: Faechel Foadihilsh pratama

60

Absen: 25

The Ant & The Dove

1. What is The Story About ...
 A. The Ant & The Hunter
B. The Dove & The Hunter
C. Animals in the forest
 D. The Ant & The Dove
2. From the story,
We know the hunter has a ... Attitude
A. Patient
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A. He is going the wrong way
 B. He fell asleep when the race started
C. He was caught by hunters
6. What attitude does the turtle have?
 A. Never give up
B. Lazy
C. Arrogant
7. Where is the location at the time of the story?
A. Lake
B. River
 C. Forest

Appendix 8. Using Video Cycle 2



Appendix 9. Students Worksheet Cycle 2

Nama : *Ahmad Afif Hidayat*
Absen : *03*

Snow White

1. Who is Snow White's stepmother?

- A. Queen
- B. Princess
- C. The woman in the castle
- D. The woman in the forest

2. What is the nature of the stepmother?

- A. Be patient
- B. Arrogant
- C. Wise
- D. Good

3. Where is the place of the video?

- A. Garden
- B. Park
- C. Castle
- D. Jungle

4. What does the hunter do after receiving the order from the evil queen?

- A. Killed Snow White in the forest
- B. Release Snow White because the hunters don't want to kill her
- C. Stay in the palace and do nothing
- D. Can't find snow white everywhere

5. How many dwarves are in the video?

- A. Seven
- B. Eight
- C. Six
- D. Nine

100

Nama : Rachel

Absen : 25

Snow White

1. Who is Snow White's stepmother?

- A. Queen
- B. Princess
- C. The woman in the castle
- D. The woman in the forest

2. What is the nature of the stepmother?

- A. Be patient
- B. Arrogant
- C. Wise
- D. Good

3. Where is the place of the video?

- A. Garden
- B. Park
- C. Castle
- D. Jungle

4. What does the hunter do after receiving the order from the evil queen?

- A. Killed Snow White in the forest
- B. Release Snow White because the hunters don't want to kill her
- C. Stay in the palace and do nothing
- D. Can't find snow white everywhere

5. How many dwarves are in the video?

- A. Seven
- B. Eight
- C. Six
- D. Nine

Appendix 10. Documentation



Appendix 11. Question and Answer Keys

CYCLE - 1

Nama:

Absen:

The Ant & The Dove

1. What is The Story About ...
 - A. The Ant & The Hunter
 - B. The Dove & The Hunter
 - C. Animals in the forest
 - D. The Ant & The Dove

2. From the story,
We know the hunter has a ... Attitude
 - A. Patient
 - B. Humble
 - C. Bad
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 - A. Make friends with anyone
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The Hare & The Tortoise

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5. Why did the rabbit lose the story?
 - A. He is going the wrong way
 - B. He fell asleep when the race started
 - C. He was caught by hunters

6. What attitude does the turtle have?
 - A. Never give up
 - B. Lazy
 - C. Arrogant
7. Where is the location at the time of the story?
 - A. Lake
 - B. River
 - C. Forest

The Lion & The Mouse

8. What attitude does the mouse have?
 - A. Help others
 - B. Arrogant
 - C. Not confident
9. Why does the mouse want to help the lion?
 - A. Because he had a promise to the lion
 - B. Because he is afraid of lions
 - C. Because he is a good friend of the lion
10. Who is the king of the jungle?
 - A. Hunter
 - B. Tiger
 - C. Lion

CYCLE - 2

Nama :

Absen :

Snow White

1. Who is Snow White's stepmother?

- A. Queen
- B. Princess
- C. The woman in the castle
- D. The woman in the forest

10
2. What is the nature of the stepmother?

- A. Be patient
- B. Arrogant
- C. Wise
- D. Good

6
3. Where is the place of the video?

- A. Garden
- B. Park
- C. Castle
- D. Jungle

4. What does the hunter do after receiving the order from the evil queen?

- A. Killed Snow White in the forest
- B. Release Snow White because the hunters don't want to kill her
- C. Stay in the palace and do nothing

D. Can't find snow white everywhere

5. How many dwarves are in the video?

A. Seven

B. Eight

C. Six

D. Nine

6. How did Snow White wake up from her sleep?

A. Snow White was awakened by the dwarves

B. Snow White woke up after drinking the potion

C. Snow white woke up because of a kiss from the prince

D. The old peddler woman lifted her curse

Bambi

7. What is the name of the skunk in the story earlier?

A. Thumper

B. Flower

C. Bambi

D. Stag

8. What happened in the forest at that time?

A. There was a forest fire

B. It was raining heavily

C. There was a tornado

D. There was a landslide

9. Who is the great prince in the forest now ?

- A. Bambi
- B. Faline
- C. Flower
- D. Thumper

10. How many children do Bambi and Faline ²⁵ have?

- A. One
- B. Two
- C. Three
- D. Four

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