

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

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ABSTRACT

Abstract: This research was aimed at finding out the use of fairy tale video as a medium to improve students' reading comprehension at the eighth grade of SMP Negeri 33 Surabaya. The research subject was VIII - G and 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 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 (65.38%) 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.

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

A. 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. 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.

Reading has important benefits because reading can broaden one's horizons

and knowledge (MS&Rachmadtullah, 2018). 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). 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, Percy, & 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. 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 experienced

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 and finding the main ideas of the text. They were confused to identify information from text. It was difficult for them to answer questions from the text. Their reading scores tended 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 was from book and let the students read on their own. In addition, students' limited comprehension of the English subject also became one of the factors in this case.

In the Indonesian context, 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. 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. 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 an 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 was appropriate and was expected to generate a new atmosphere and way of learning for the class. There were 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 collected 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 aimed at finding out whether the use of video can improve the SMPN 33 students' understanding of reading skills.

B. RESEARCH METHOD

No.	NAMA LENGKAP	L/P	Diagnostic Test	Explanation
1.	AAH	L	40	NOT PASSED

Researchers apply Classroom Action Research (CAR). According to (Burns, 2010) action researches part of a broad movement that has been going on in education in general for some time. Action research involves taking a self-reflective, critical, and systematic approach to exploring teaching contexts. This research used two cycles, each cycle consists of four components, namely **Planning**, consisting of the use of learning tools, namely lesson plans and media, learning strategies, observation sheets, and materials used in research. **Action**, in this phase researchers apply learning strategies based on lesson plans that have been prepared beforehand. In **Observations**, researchers, and collaborators observe students' attitudes and behaviour towards teaching and learning activities and recorded their progress in the observation sheet. Then **Reflection**, in where researchers, and collaborators discussed to draw conclusions whether Project Based Learning is successfully implemented and proven to be able to improve students' speaking skills.

C. RESEARCH FINDINGS AND DISCUSSION

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 was 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.

2.	APK	P	50	NOT PASSED
3.	ADY	P	50	NOT PASSED
4.	ABC	P	70	NOT PASSED
5.	APC	P	50	NOT PASSED
6.	AA	P	50	NOT PASSED
7.	BPS	L	40	NOT PASSED
8.	CGS	P	80	PASSED
9.	DPDA	L	80	PASSED
10.	DAA	P	60	NOT PASSED
11.	DPFP	P	60	NOT PASSED
12.	DAP	L	60	NOT PASSED
13.	FNL	P	50	NOT PASSED
14.	FS	P	30	NOT PASSED
15.	HK	L	50	NOT PASSED
16.	KA	P	70	NOT PASSED
17.	KIA	L	80	PASSED
18.	KHAG	P	90	PASSED
19.	LADS	L	50	NOT PASSED
20.	NRA	P	90	PASSED
21.	NNN	P	70	NOT PASSED
22.	NAAF	P	80	PASSED
23.	RFP	P	60	NOT PASSED
24.	RWS	L	80	PASSED
25.	SAA	P	30	NOT PASSED
26.	WA	P	70	NOT PASSED
	SCORE < 75		7	7 PASSED

	SCORE > 75		19	19 NOT PASSED
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Table 4.1 the Score of students English Class

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

2. IMPLEMENTATION

a. Cycle 1

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.

Table 3.1 Observation checklist for Teachers

No.	Item	Yes/No	Notes
1	Teachers arranges and prepare the class	Yes	
2	The teacher states aim of narrative text	No	Teachers forget to ask it to students
3	Teachers gives students the reading text	Yes	
4	Teacher gives students time to answers questions thought media video	Yes	

Table 3.2 Observation checklist for Students

No.	Item	Yes/No	Notes
1	Students answer the greeting	Yes	
2	Students pay attention about the material	No	Some students still talk to another
3	Students pay attention to the lesson reference	No	Some students still talked to another students
4	Students answer the teacher check as understand	No	Students didn't pay attention.

Table 4.2 the Score of students English class

No.	NAMA LENGKAP	L/P	Diagnostic Test	Cycle 1
1.	AAH	L	40	70
2.	APK	P	50	70
3.	ADY	P	50	70
4.	ABC	P	70	70
5.	APC	P	50	90
6.	AA	P	50	90
7.	BPS	L	40	60
8.	CGS	P	80	90
9.	DPDA	L	80	100
10.	DAA	P	60	100
11.	DPFP	P	60	90
12.	DAP	L	60	90
13.	FNL	P	50	90
14.	FS	P	30	60
15.	HK	L	50	90
16.	KA	P	70	90

17.	KIA	L	80	100
18.	KHAG	P	90	100
19.	LADS	L	50	90
20.	NRA	P	90	100
21.	NNN	P	70	90
22.	NAAF	P	80	70
23.	RFP	P	60	60
24.	RWS	L	80	100
25.	SAA	P	30	70
26.	WA	P	70	90
	SCORE < 75		17	7 PASSED
	SCORE > 75		9	19 NOT PASSED

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

b. Cycle 2

This cycle was expected to improve students' reading comprehension in cycle I which had not yet obtained an average score. 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 at 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.

No.	Item	Yes/No	Notes
1	Teachers arranges and prepare the class	Yes	
2	The teacher states aim of narrative text	Yes	

3	Teachers gives students the reading text	Yes	
4	Teacher gives students time to answers questions thought media video	Yes	

Table 3.3 Observation checklist for teacher

No.	Item	Yes/No	Notes
1	Students answer the greeting	Yes	
2	Students pay attention about the material	Yes	
3	Students pay attention to the lesson reference	Yes	
4	Students answer the teacher check as understand	Yes	

Table 3.4 Observation checklist for teacher

Cycle 2 test Score SMPN 33 Surabaya

No.	NAMA LENGKAP	L/P	Score	Result
1.	AAH	L	100	PASSED
2.	APK	P	90	PASSED
3.	ADY	P	90	PASSED
4.	ABC	P	60	NOT PASSED
5.	APC	P	90	PASSED
6.	AA	P	90	PASSED
7.	BPS	L	100	PASSED
8.	CGS	P	100	PASSED
9.	DPDA	L	100	PASSED
10.	DAA	P	90	PASSED

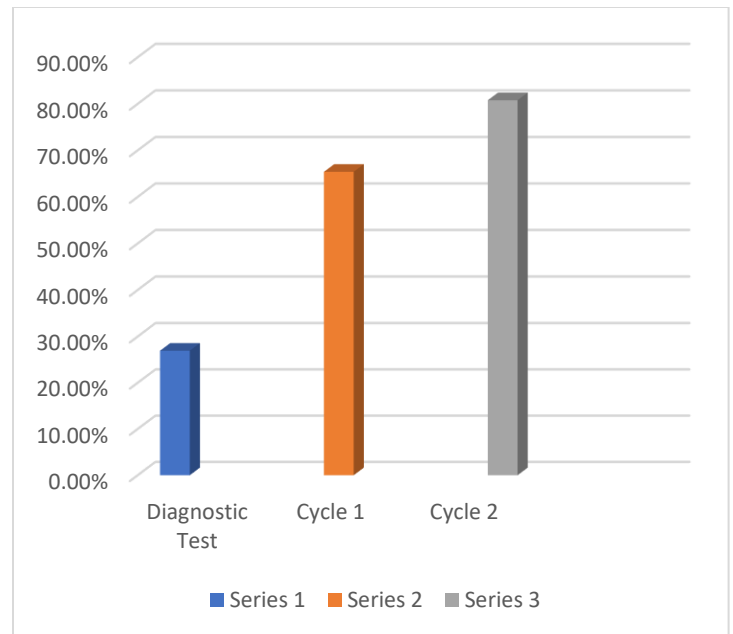
11.	DPFP	P	90	PASSED
12.	DAP	L	50	NOT PASSED
13.	FNL	P	80	PASSED
14.	FS	P	30	NOT PASSED
15.	HK	L	90	PASSED
16.	KA	P	80	PASSED
17.	KIA	L	100	PASSED
18.	KHAG	P	90	PASSED
19.	LADS	L	100	PASSED
20.	NRA	P	70	NOT PASSED
21.	NNN	P	100	PASSED
22.	NAAF	P	60	NOT PASSED
23.	RFP	P	90	PASSED
24.	RWS	L	100	PASSED
25.	SAA	P	100	PASSED
26.	WA	P	80	PASSED
	SCORE < 75		21	21 PASSED
	SCORE > 75		5	5 Not PASSED

Table 4.3 the Score of students English class

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

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.

Diagram 4.1



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

D. CONCLUSION AND SUGGESTION

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.

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