CHAPTER IV

FINDING AND DISCCUSION

In this chapter, the reseracher 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 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.

Based on the results of the researcher' observations, it can be concluded as a whole that most students were still lack comprehension in reading. This was because students felt confused in reading the intent of the reading, were bored in reading, did not understand the structure and language features of narrative text. According to the results of the diagnostic test, it was known that the reading skills of class VIII G students of SMP Negeri 33 Surabaya were still relatively low, because they had 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 were 7 students.

It was 26 % of the students in the class had been improved.

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

4.2 Finding

In this data, the researcher described 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 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 assumed that it was necessary to take actions that were able to overcome these problems

Planning was 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 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 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 was expected to improve students' reading comprehension in 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 were 17 students who got score above 75, 9 students who got score below 75 and 4 students who were not present at that class.

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

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 was 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 were 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 aimed to improve aspects that had 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 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. 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 understood 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.

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

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 were 21 students.

It was 80 % of the students in the class had been improved.

Diagraph of Reading Comprehension of students
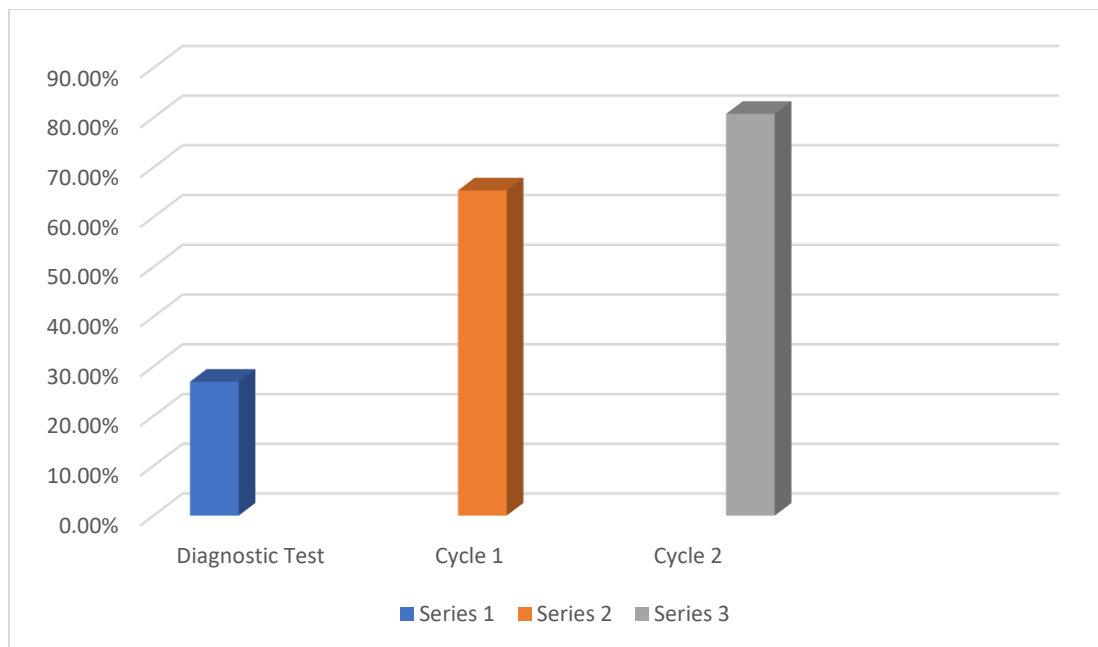
4.3 Discussion

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

From the observations in this study it can be concluded that English was 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 was carried out in class with the aim of increasing students' reading comprehension. It was very grateful for helping students to improve their reading skills, especially in answering questions from the video. Implementation could be seen from observing the parts in each cycle above, because each cycle the teacher guided and motivated students. Regarding the problem of reading comprehension above, students related to previous research which had been discussed in Pitria Supangesti's research (2019: 21) who stated that the factors that

influence reading comprehension were environmental, intellectual and psychological factors. Intellectual here included teacher teaching methods, procedures, and abilities of teachers and students. This had the same problem as class VIII-G students of SMPN 33 Surabaya, namely reading comprehension. In cycle 1 the results had not reached the indicator of success. As a result, cycle 2 was required to achieve the goal of success indicators.

Based on these data students in the first cycle had not been able to achieve an average value of 75% and the percentage in the first cycle was 65.38%. Students who did not pass the test in cycle I were 9 students. This problem occurs because the time given was too little and also the video displayed was rather difficult and long. Therefore the researcher had a solution, namely changing the video material and preparing the presentation quickly and carefully so that no more problems occur.

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.

In connection with students' problems in reading comprehension above, related to previous research that had been discussed in Pitria Supangesti (2019: 21) this study found that video media was chosen by researchers because it had an effect on increasing learning and also increasing grades. Student. All students stated that by using video media they

could easily understand the material. In addition, the use of media made students more confident in learning reading comprehension. All students' state that they were motivated to get better grades in learning reading comprehension and some student's stated that after learning the process of using video media students could improve their development in reading comprehension.