

Improving Students' Comprehension of Short Story by Using Video

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Abstract

In STKIP Muhammadiyah Sungai Penuh was found that the semester VI students had a problem in comprehension of short story. They had lack understanding to comprehend the short story, low motivation, and they had lack of books to read available in library. The purpose of this research was to explain how far video better improved students' comprehension of short story. The method of the research was a classroom action research with students of semester VI of the English Department of STKIP Muhammadiyah Sungai Penuh as the participants. The instruments used to collect the data were comprehension of short story test, observation sheet, field notes and interview which were used to see the improvement of comprehension of short story. This research was done in two cycle. In cycle I, students' comprehension result was still low. In cycle 2, this problem was solved by paying more attention to the media, strategy, and guide the students to improve their comprehension of short story.

Keywords: Students' Comprehension, Short Story, Video

1. INTRODUCTION

College or university students learn some short stories through Prose subjects. Short story is a kind of fiction that people use to read. It is a form of short fictional narrative prose. STKIP Muhammadiyah Sungai Penuh is a college of education, also has Prose as a subject. Based on STKIP Muhammadiyah Sungai Penuh curriculum, Prose is purposed to make students able to comprehend the elements in the stories. It is taught in the sixth semester.

Based on researcher's teaching experience in Prose class at STKIP Muhammadiyah Sungai Penuh, it is found that students face some difficulties in comprehending of short story. From the latest result of Prose final test, there were only 6% who have the score 75, based on the STKIP Muhammadiyah's scoring the students got B+. About 24% were having minimum standard around 50-70 (D or B), and around 70% students had the score under 50 that was mean the students got E. It was concluded that the students have problem on comprehend the short story.

To solve the problems, the lecturer should do more about how to teach students to comprehend the short story. It should consider technique and media that can be applied to improve the students' comprehension of short story. One way that can be used to improve the students' comprehension of short story is the use of media. It can help students more interested in learning process in the classroom.

Video is one of many media that available. The use of video as a technique focuses on the process of exposing students to the example of situations and how to use particular expressions. Teaching using video technique is

chosen because video is defined as texts combining different modalities, such as words, images, sounds, and/or music (Gee and Hayes 2011:111). Furthermore, Harmer (2001) states video as a teaching aid has several benefits, such as: students can see the language being used, not only that but also the expression and gesture; cross-cultural awareness, through video, especially authentic video, students can see another culture being displayed in the video; the last is that motivation. It is useful because it provides good model to be used in teaching and learning process.

Dormauli (2008) stated that by looking the video, students' idea could come up more easily because it showed the story directly. It made them easier to read or write the story. Then, Lialikhova (2014) showed that the lessons with video in the school were aimed at developing primarily oral and written communicative skills. In addition, Mohammed (2013) showed that there was a gain in grammatical knowledge hence the subtitled video helped learners learn the target structure.

There are some researchers recommend the use of video in ELT (Nuari & Ardi, 2014; Shih, 2010; Canning-Wilson, & Wallace, 2000) however it is limited on for speaking. Then, the use of short story in language learning (Nursitawati, Sumarwati, Rohmadi, 2017).

Considering a benefit of implementation of video in teaching Prose, it is expected that this technique is suitable to promote the students with meaningful learning and train them to be creative reader, and to improve the quality of their reading.

2. METHOD

This research was a classroom action research, has two cycles consisted eight meetings for each cycle. It was focused on the process of the way in solving the students' problems in teaching learning process. The participants of this research were students at semester six of STKIP Muhammadiyah Sungai Penuh. The students at semester six consisted of 28 students; 6 males and 22 females. The instruments used to collect the data were comprehension of short story test. It was used two short stories as the test; "The Return" by Fernando Sorrentino and "The Wrinkle" by Troy Keller short stories. After collecting the students' answers sheets of the test, the test was measure using the scoring rubric adapted by O'Malley (1996), then the mean score was calculated. It was used to determine whether the means of the research drawn in the chart improved or got higher than those in the previous cycles. After the means, the percentage was calculated.

3. RESULTS AND DISCUSSION

The comprehension test was given to the students' after finishing each cycle. From the test result at the end of the first cycle showed that the mean of cycle 1 of was low. It means 20 out of 28 students, 70%, did not complete the test or they were need improvement, while the other 27% were completed it. Then, the short story's indicators analyzed, it could be seen in Figure 1 below:

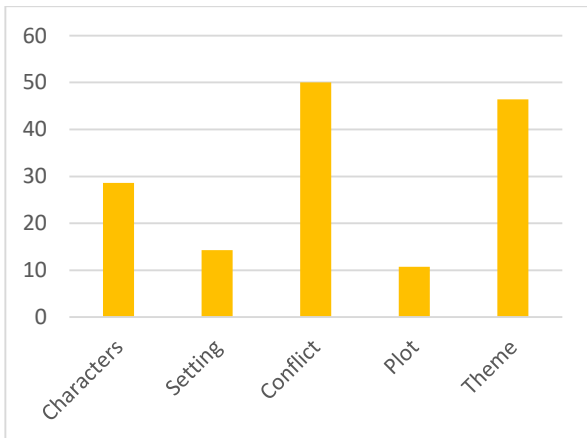


Figure 1. The Short Story Indicator of Comprehension Test in Cycle 1

It was presented that 28.57% of the students could comprehend characters of the short story, it was only 14.28% could identify setting, 50% could identify conflict, where 10.17% could identify plot, and 46.42% of the students could identify theme. It could be concluded that the majority of the semester VI had still poor reading comprehension on short story. Comprehension of short story test in cycle 1 was followed by 28 students and they should comprehend "The Return" short story followed by 9 questions in essay. The mean was 48.57.

Then the comprehension test was conducted for cycle 2, from the test result of reading comprehension test, on "The Wrinkle" short story, in the second cycle showed that

the students' comprehension improved rather than the first cycle. It could be seen on the following Figure 2:

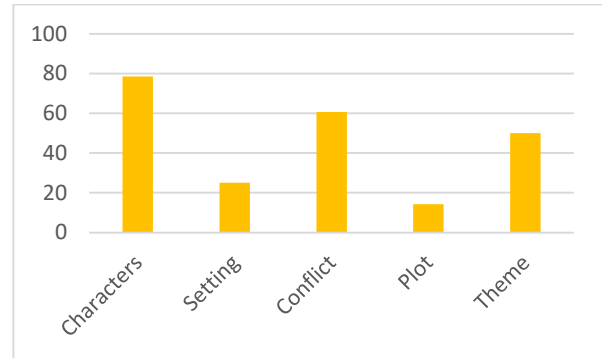


Figure 2. The Short Story Indicator of Comprehension Test in Cycle 2

The graphic above was the short story indicators of comprehension. It showed that 67.85% of the 28 students could comprehend characters of the short story, while 25% could identify the setting of it. 60.71% could identify conflict. For plot of the story was 14.28%, it increased 3.57% from the previous cycle, which only 10.71% could identify it. Next, 50% could catch the theme of the short story.

To know about the improvement of comprehension of short story by using video, the progress about comprehension of short story was discussed. The data could be described the contribution of reading comprehension of short story's indicators at the test in cycle 1 and 2. It was found a significant progress. A Figure 3 would show it:

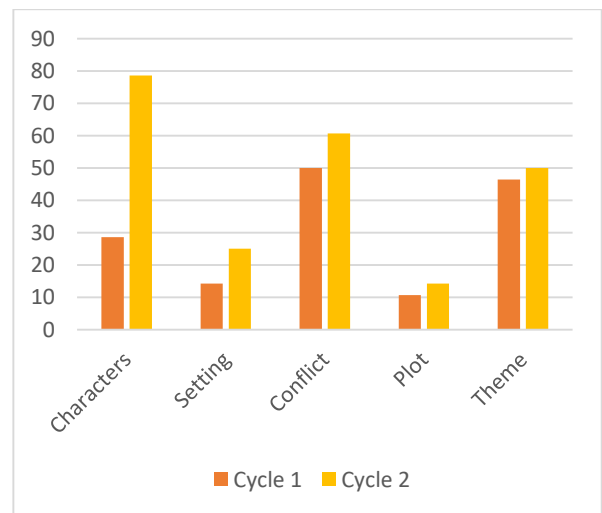


Figure 3. The Comparison of Short Story's Indicators in Cycle 1 and 2

Because a percentage of indicators in this cycle increased, the mean score of comprehension of short story in this cycle was also increased. Comparing from the first cycle, there was an improvement of students'

comprehension of short story. A mean score increased from 48, 57 to 64.64.

The data gained in cycle 2 proved that there was an improvement in comprehension of short story if it compared with a test result in cycle 1. The table below would give the comparison of the improvement result from cycle 1 to cycle 2:

Table 1. The Comparison of Students' Mean Score in Cycle 1 and 2

Cycle	Score	Improvement
1	48.57	16.07
2	64.64	

The comparison above showed a difference mean score between cycle 1 and 2 was about 16,07 points. Thus, it could be concluded that in this cycle, the students gained a good progress and also significant improvements in comprehension of short story.

Based on findings of the research, it was concluded that the use of video could better improved the students' comprehension of short story at semester VI of the English department of STKIP Muhammadiyah Sungai Penuh. The findings also support the research finding from Lialikhova (2014) deduced that teaching with video in the case study school, which could be useful for other teachers to be aware of in order to improve their methods of teaching. Given the fact that one may assume that there are teachers who have very little experience of using videos in English lessons. Thus, such teachers could benefit from reading about research on the use of videos in classrooms. Furthermore, deploying video in the English as Foreign Language (EFL) classrooms can bring positive values during the teaching and learning activities, even some problems inevitably appear, (Harmer:2001).

Since every class, college, or school has different condition, the conclusion of this research which states that video, is useful in helping students to comprehend the short story may not be absolutely applied at other class or school in different areas. This findings and conclusion are applicable to the student of STKIP Muhammadiyah particularly semester VI . Thus, the researcher cannot be certain that the use of video is also effective for teaching comprehension of short story to other students at other school or college, since there might be different situation and condition.

4. CONCLUSIONS

Applying video in teaching learning process gives some advantages both for the teacher and the students. The teacher becomes more creative and the students become more motivated in learning English. The implication of using video in teaching prose, specifically in comprehension of short story can be chosen as a strategy to solve learning problems in reading short story. Thus, it is expected for English teacher can implement the video which is useful for the students in teaching learning process. The result of this research can be considered by English teacher since it has been proved that video can

improve the students' comprehension of short story. By using this technique in comprehending the short story, the students are easier to catch the idea or get the gist of each paragraph. It can prepare the students easily to know the element of the short story. Next, the students become creative and active in presenting and sharing their ideas to other group. Then, the students have good confident and motivation because video.

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